



Module 7B: Participate and Be Active

Grade Two

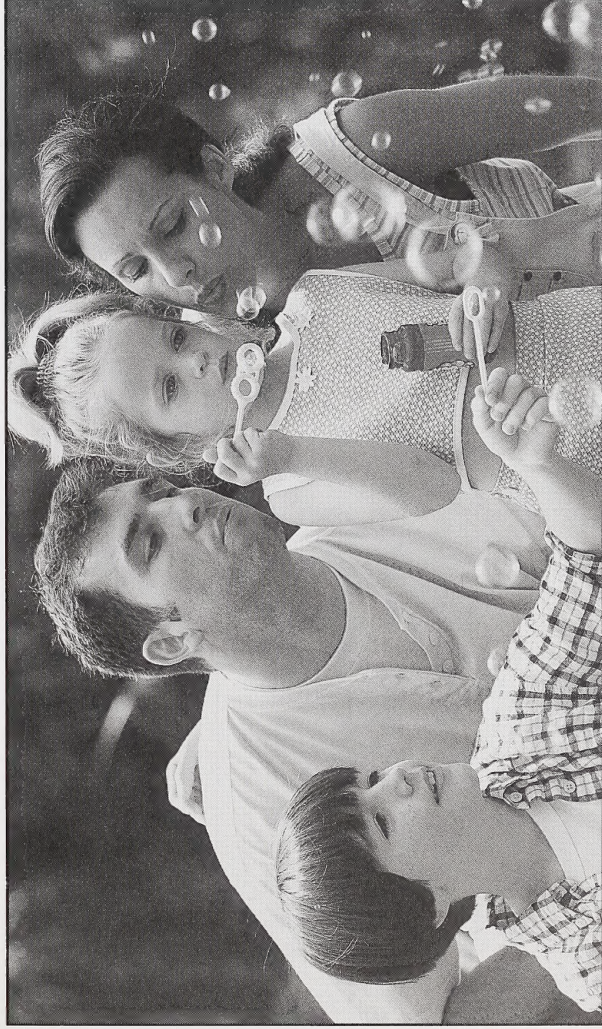
Thematic



Alberta
LEARNING

**Grade Two Thematic
Module 7B: Day 10 to Day 18**

Participate and Be Active



Grade Two Thematic
Module 7B: Participate and Be Active
Day 10 to Day 18
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

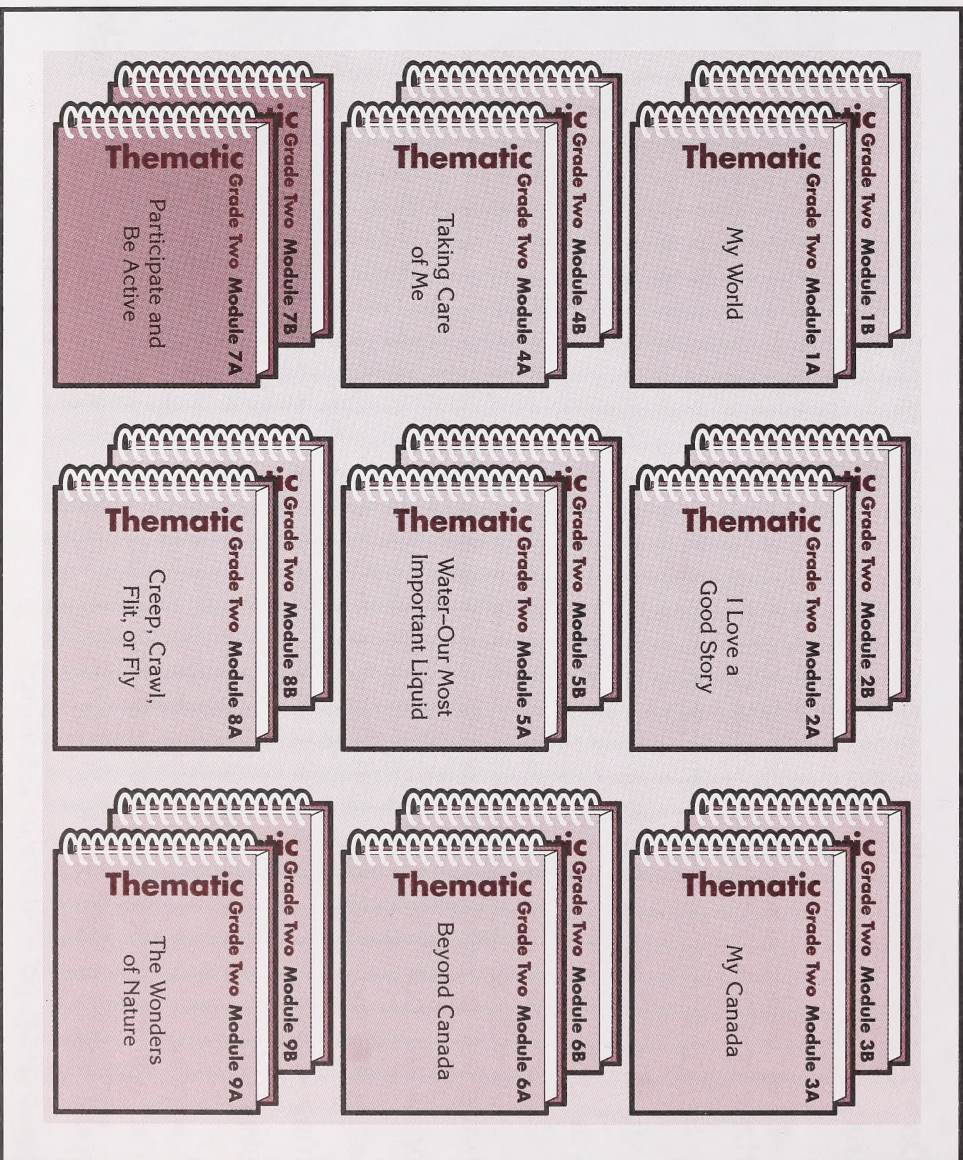
You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!

Read all the text to the student as he or she follows along.



Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

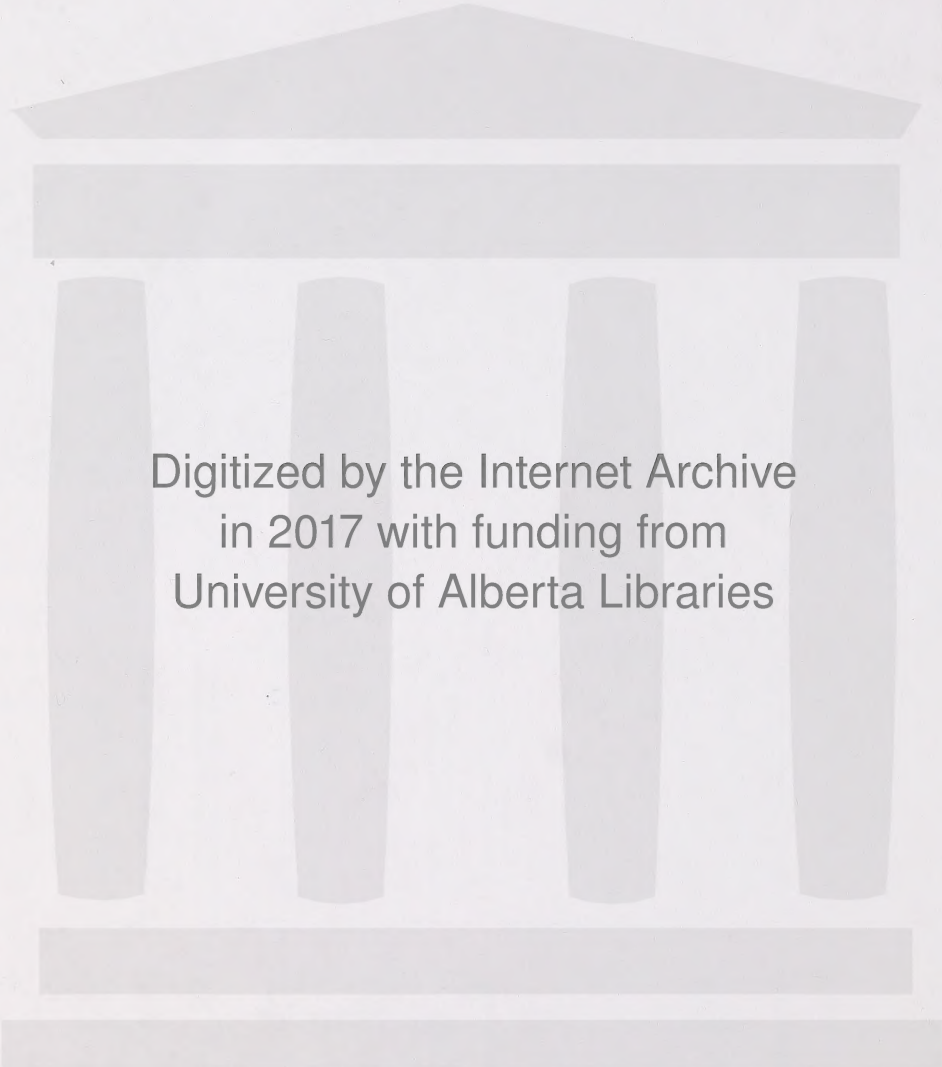
Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.



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Participate and Be Active

In this module you will be reading about people who participate in all kinds of activities and events with their families and friends. You will be participating in activities as well. And you'll be active too. You will be dancing and playing and learning new songs and games.

You learned a lot about water in Module 5. In this module you will have fun playing with objects that sink and float. You will build a boat!

So get ready to participate and be active!



Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.

Day 10: Ancient Games



Some games are very old. They were played a long time ago. Which ancient games do you play?

Just like you and your friends, children thousands of years ago had fun being active and playing games.

Calendar Time

Follow the daily procedure.



Work on Module 7: Day 10.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

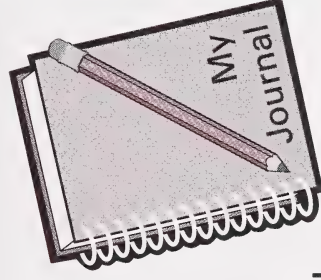
Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

See the Home Instructor's Guide for more information about Calendar Time.

Assist the student with selecting a topic as needed.



Where Games Were Played



Take out your book *Let the Feast Begin*.

Read “It’s Your Turn” silently.

Ask the student what *ancient* might mean. Guide the student to say “long ago” and “very old.” See the Home Instructor’s Guide for a sample chart.

You read about three **ancient** games in the report “It’s Your Turn.” In the chart, write the names of the three games and the places they were played.

Game	Place

Rules of My Favourite Game

You wrote about your favourite game on Day 9. Today you're going to write the rules for that game, just like in the report "It's Your Turn."

Look at how the game rules are written for each game in "It's Your Turn." Each game has a title. Next there is an introduction. Then three headings are listed under "How to Play." Read the three headings aloud and tell what each one describes.



Take out lined paper.

On the paper, follow these steps:

1. Write the title **How to Play** (name of the game).
2. Write an introduction.

With the student, look at and discuss the following language patterns and format of the games in the selection:

- Each game has a title followed by an introduction.
- "You Need" is a list of the things you need in order to play the game.
- "To Start" tells how to begin.
- The "Rules" written in short sentences describe what the players do and are numbered in order.

3. Write the heading **You Need** and list what you need to play the game.
4. Write the heading **To Start** and tell how to start the game.
5. Write the heading **Rules** and list the rules for playing the game. Number the rules.

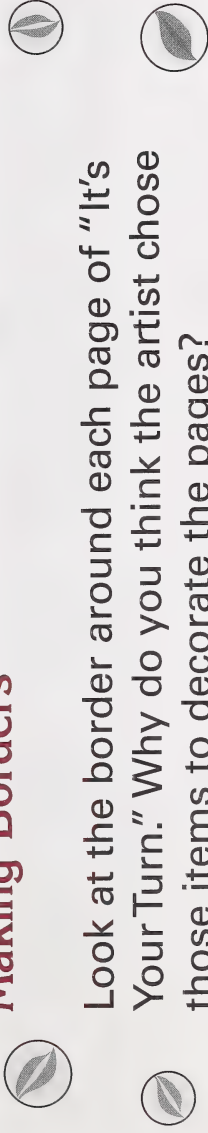


When you are done, check that the game rules make sense and revise and edit your work. Write a final good copy. Later, show your game rules to friends or family members and play the game together!

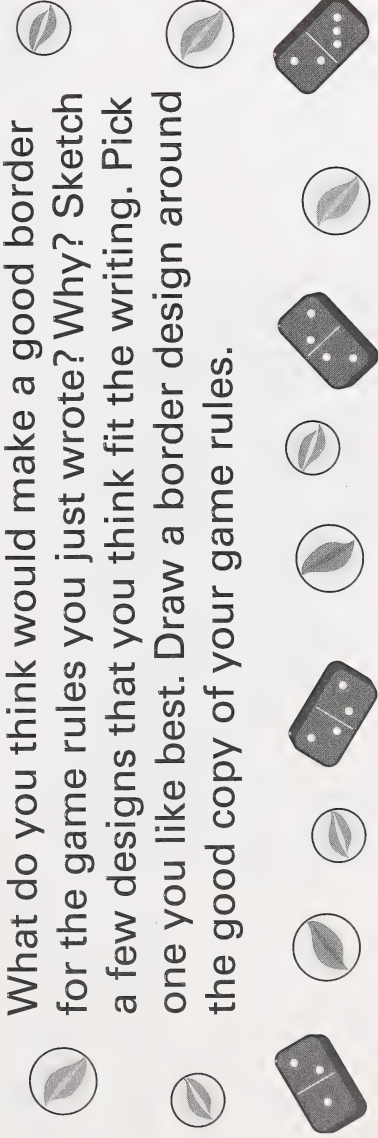


Making Borders

Look at the border around each page of "It's Your Turn." Why do you think the artist chose those items to decorate the pages?



What do you think would make a good border for the game rules you just wrote? Why? Sketch a few designs that you think fit the writing. Pick one you like best. Draw a border design around the good copy of your game rules.



Help the student write the rules of the game. Together check for spelling, grammar, punctuation, and whether it makes sense.

Discuss the border used by the artist and how it matches the ideas in the text.

With the student, discuss a design that would be appropriate for the game rules he or she has written. Have him or her sketch a border design, and then draw it on the page.



Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.



You will send your game rules with a border design to your teacher on Day 18.



Enrichment (optional)

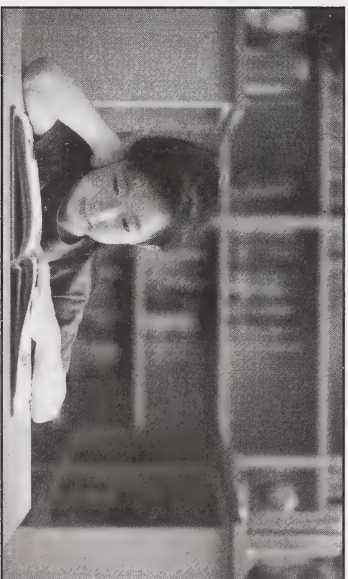
If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.



Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Fun with Phonics

The following words are from the book *Let the Feast Begin*. Read them aloud.

won't wouldn't couldn't don't can't

Which word is used to make each of these contractions?

You're going to write other contractions with **not**.

Refer to the Home Instructor's Guide for more information about this activity.

Each contraction uses the word *not*.

Review the definition of a contraction: a short way of writing two words by leaving out one or more letters. An apostrophe (') is used to show where something is left out, as in *can't* and *haven't*.



Refer to the Home Instructor's Guide for the dictation sentences.



Check the spelling, punctuation, and circled words afterward with the student.

Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in brown the contractions with **not**.

1. _____

2. _____

3. _____

4. _____

Keep It Steady

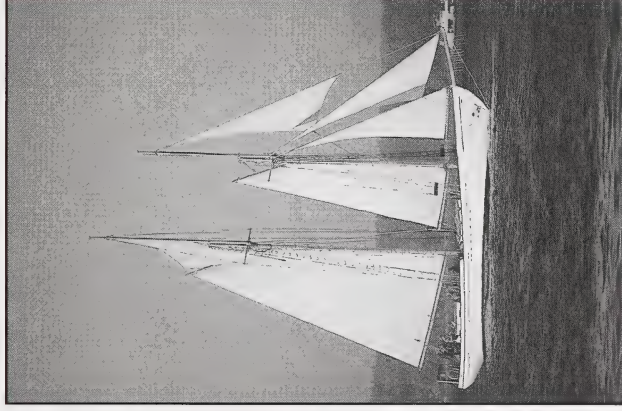
In Day 9 you designed a boat that could carry a load. Today you will find out how to make boats stay steady, or **stable**, in the water.

Have you ever seen a sailboat?

Circle **yes** or **no**. All

sailboats have a mast. The mast holds up the sails.

Do an experiment with masts to see which Styrofoam boat is the most stable.

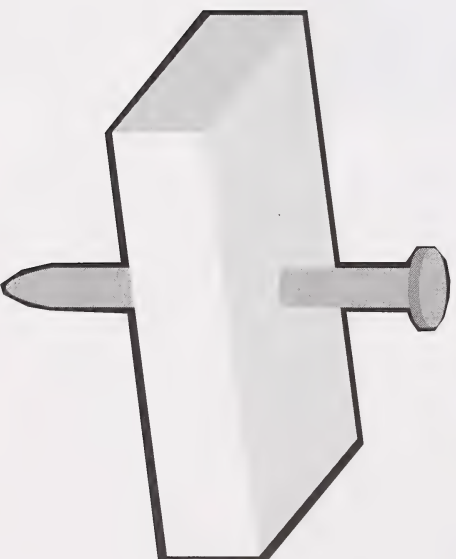


Discuss the terms *stable* and *stability*. Explain that they mean steady, or firmly fixed, not swaying or shaking. Provide the student with three different-sized pieces of Styrofoam (3 cm, 5.5 cm, and 10 cm wide) cut from meat trays. They should all be the same length (the length of the meat tray after cutting off the curved edges).

Push a nail through the narrowest Styrofoam piece at its centre until the nail protrudes completely through the other side. If the boat remains upright, have the student push sideways on the nail to see how stable the boat is. Repeat with the next wider piece of Styrofoam and then the widest piece.

Procedure

1. Use a nail as a mast. Have your home instructor push one nail through the centre of each Styrofoam piece.
2. Place one boat in a tub of water.
3. Push sideways on the mast to see what happens.
4. Repeat steps 2 and 3 with the other two Styrofoam boats.



What happened? Record your observations by circling Yes or No in the second column of the chart.

Type of Boat	Tips When the Mast Is Pushed	Number of Washers That Tipped the Boat
narrow boat	Yes No	
mid-width boat	Yes No	
wide boat	Yes No	

Which of the three boats was the most stable?

Which was the least stable?

Discuss what happened. As the width of the pieces increased, so did the stability. Narrow boats tip easily; wider ones don't. Have the student circle *yes* or *no*.

Have the student print the answers on the lines. The widest boat is most stable. The narrowest boat is the least stable.

The raft is more stable because it is wider than the canoe.

Look at the pictures. The boat on the left is a raft. The man and his dog are in a canoe. Circle the boat that is more stable. Why did you circle that one?



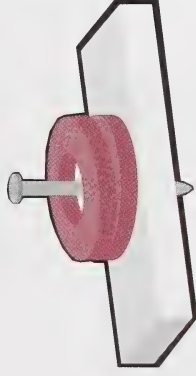
Loading Stable and Unstable Boats

What do you think happens when you place a load on a narrow boat? Do an experiment to find out.

Discuss what could happen when placing a load on a narrow boat.

Procedure

1. Have your home instructor push in a pin near the edge of the narrowest boat.
2. Place the boat in a tub of water.
3. Stack washers on the pin. Keep stacking until the boat flips.
4. Use the last column of the chart from the first experiment to record the number of washers that tipped the boat.
5. Repeat steps 1, 2, 3, and 4 with the other two Styrofoam boats.



Remove the mast from the Styrofoam boat. Push a pin up through the narrowest piece of Styrofoam, near the edge of one side and midpoint along the length. Have the student place washers (or paper clips) on the pin until the boat flips. Then record what happens in the chart. Repeat with the mid-width piece of Styrofoam, and then the widest piece.

Discuss what happened. More cargo (mass) could be placed on the widest piece.

Guide the student to understand and say that the raft would be better because it is wider and would be more stable on the water.

Which boat can hold the most cargo without tipping?

If you had to deliver several boxes of supplies, which would you use—a raft or a canoe? Why?

Provide the student with magazines, brochures, travel brochures, pamphlets, and old calendars that contain pictures of boats. The student can compare the size, shape, design, and materials used in boats in real life around the world. This knowledge can be applied later in the module when the student designs and builds a boat. Have the student save the pictures to use in a collage later.

Boats, Boats, Boats

In the next few days, look for pictures of boats and cut them out. Collect as many pictures of boats in different shapes and sizes as you can. Save them with your other pictures.



Looking Back

Which activity did you enjoy the most today? Why?

What did you find easy to do? Why?

What did you find more difficult to do? Why?

What did you find easiest and hardest about following directions? Why?

Story Time

Relax and enjoy the story!

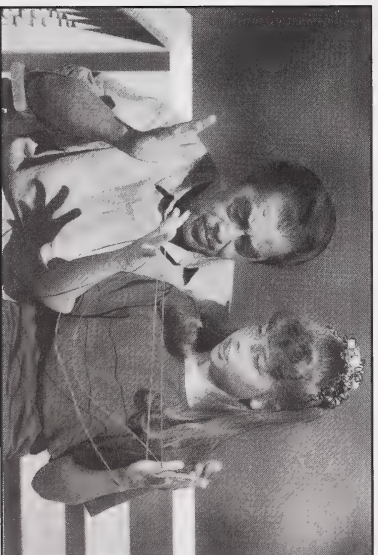


Turn to Assignment Booklet 7B and complete Day 10: Learning Log. Have the student include his or her comments.

Sharing Time

Choose one of the following activities to share with a friend or family member:

- Read pages 20 to 23 of "It's Your Turn."
- Show the game rules and the border you designed.
- Play the game by following the rules you wrote.
- Tell what you have learned about boat stability. Show the experiments with the mast and the washers.



Day 11: Having Fun Without Words

You can act without saying a word.
You will find out how today.

You will also do experiments to
discover how to make a ship carrying
a load more stable.



Calendar Time

Follow the daily procedure.



Work on Module 7: Day 11.

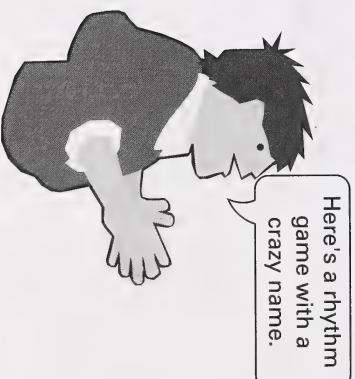
Music and Movement

Are you ready for some action? It's time to play the clapping game "Hand Jive."



Clap to the rhythm of the music.

Play "Hand Jive" on Track 15 of *Music and Movement in the Classroom* CD #1. Lead the student in clapping accents and rhythm patterns as directed by the recording.



Repeat each line of “Hand Jive” after your home instructor reads it. Then you take a turn being the leader. Say a verse and clap the rhythm of the music as your home instructor follows your lead. You can also say the words along with the voice on the tape. It’s fun to be active!

Taking Turns



Take out the book *Let the Feast Begin*.

Read “It’s Your Turn” aloud.



Complete Day 11: Assignment 1 in your Assignment Booklet.

Read each line of “Hand Jive” on page 31 in *Music and Movement in the Classroom* and have the student echo in response. Practise reciting the phrases with and without the recording. Work on imitating the rhythm and inflection of the voice on the tape. Finally, practise reciting the verses and clapping all the rhythms with the recording.

Have the student take a turn as the leader. He or she recites one verse and leads you in clapping the rhythm on the recording.

Opposites

Read these sentences aloud.

Many children are enjoying **outdoor** recess.

Marbles were made from a kind of **white** stone.

Hopping on a path is **always** part of the game.

What is the antonym, or opposite, of each word in bold?

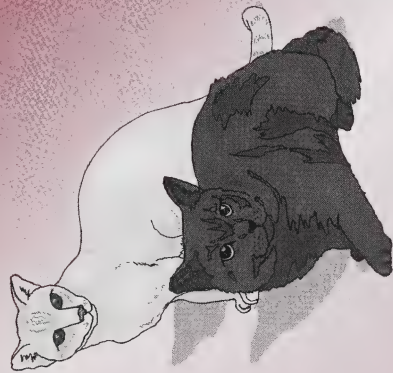
Read each sentence using the antonym. Does the sentence still make sense? How does the meaning of the sentence change?

Look through “It’s Your Turn” to find eight words that have opposites. Write the words and their antonyms in the following chart.

Guide the student to say that *indoor*, *black*, and *never* are opposites, or antonyms.

Help the student find eight more words that have opposites in the selection. Some examples are **back** (front), **white** (black), **out** (in), **old** (new), **winner** (loser), **highest** (lowest), **opening** (closing), **earlier** (later), **down** (up), **interesting** (boring), and **more** (less).

Opposites	
outdoor	indoor
white	black
always	never



Take turns with the student in this game.

How to Play the Opposite Game

The leader challenges a friend to think of opposites.

You Need

- a knowledge of antonyms
- a friend to play with

To Start

- Decide who will be the leader first.

Rules

1. The leader thinks of a word that has an antonym.
2. The leader begins by saying, "I say [a word]. You say . . ."

3. The friend fills in the blank with the opposite of the word the leader used. Here's an example:

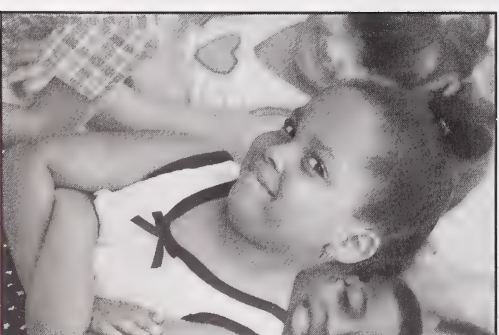


4. Take turns being the leader.

Mime something like peeling an orange, brushing your teeth, or filling a glass. Be deliberate in your actions so the student can guess what you are miming.

Miming Actions

You are going to **mime**. Do you know what that means? Circle **Yes** or **No**. It means you will pretend to do actions. Watch your home instructor mime something. Can you guess the action being mimed?



As your home instructor reads the instructions to you, mime them using only gestures and facial expressions.

Making a Hot Dog

1. Pick up a hot dog bun.
2. Cut the bun in half lengthwise with a knife. Be careful!
3. Get a wiener. Use tongs or a fork; the wiener is hot!
4. Put the wiener in the bun.
5. Open a jar of mustard.
6. Use a knife to smear some mustard on the wiener.
7. Pick up a bottle of ketchup.
8. Shake the ketchup out since there isn't much left in the bottle.
9. Take a bite of the hot dog.
10. Look like you are enjoying it.
11. Wipe your mouth with a napkin.

Now try reading the instructions silently and miming the actions.

Explain to the student that he or she will be doing these actions in mime—pretending to do an action (for example, using facial expressions and gestures only to show how to prepare a hot dog and eat it).

Read each instruction. Model how to mime it while the student mimes along with you. Read the instructions a second time while the student mimes independently.



With the student, brainstorm ideas for actions. Choose one and have the student write instructions for it. Make sure the student thinks of every action required to complete the sequence. Have the student follow the writing process.



Take out lined paper.

Now you will write your own mime instructions. Think of an action like reading a book, brushing your teeth, or hitting a home run.

Write mime instructions for the action you chose. Make sure they are in order, make sense, and are easy to follow. Give your instructions a title. Write a good copy for your teacher.



You will send your mime instructions to your teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

The following words are from the book *Let the Feast Begin*. Read them aloud.

that's
there's

it's
where's

she's

Which word is used to make each of these contractions?

You're going to write other contractions with **is**.



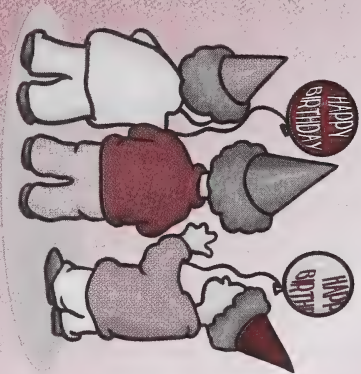
Both you and the student read silently for ten minutes.

Each contraction uses the word *is*.

Review the definition of a contraction: a short way of writing two words by leaving out one or more letters. An apostrophe (') is used to show where something is left out, as in *it's* and *that's*.

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words afterward with the student.



Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in yellow the contractions with **is**.

1. _____

2. _____

3. _____

4. _____

Making Boats Stable



You learned one way of making a boat stable on Day 10. Today you will learn other ways of making a boat stable.

Which is more stable in water, a wide boat or a narrow boat? You know a wide boat is more stable, so why doesn't a narrow sailboat flip over in the water? Find out in the next experiment using a cork.

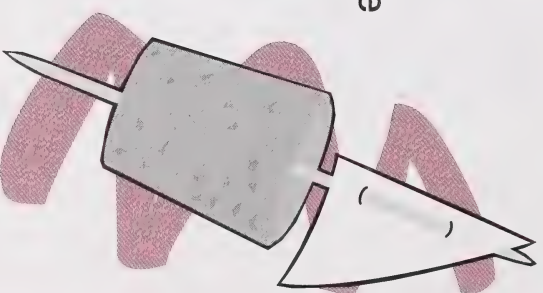
Review the term *stable* (steady, or firmly fixed, not swaying or shaking). Recall how a wide boat is more stable than a narrow boat.

Cut a 5 centimetre wide and 8 centimetre high sail from cardstock or manila tag paper. With a sharp instrument, make two holes in the sail, as shown in the diagram. Push round toothpicks in the bottom and top of the cork so they are secure. Put the top toothpick through the holes in the sail (see diagram). Provide the student with a tub of water.

Make a cork boat. Your home instructor will help you.

Procedure

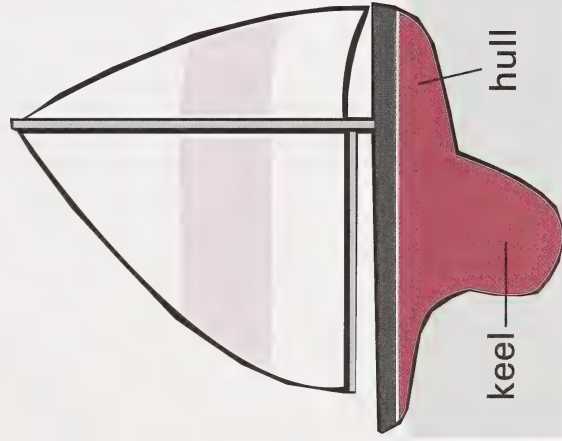
1. Cut a sail that is 5 centimetres wide and 8 centimetres high out of stiff paper.
2. Make two holes in the sail, one above the other.
3. Push a round toothpick into the bottom of the cork.
4. Push a round toothpick into the top of the cork.
5. Slip the top toothpick through the two holes in the sail.
6. Test the cork sailboat in the water. What happens?



The cork sailboat doesn't float, but it can be fixed so that it does float. Try to find out how by using modelling clay. Experiment with the boat until you can make it float.

Did you figure out how to make the cork sailboat float?

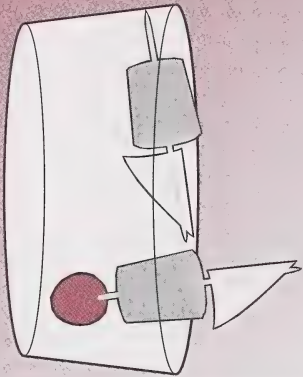
You can make a **keel** out of the modelling clay. That will keep the boat upright. The keel is attached to the **hull** of the boat.



Challenge the student to find a solution to the problem. The solution is to add a ball of modelling clay to the toothpick below the cork. Allow the student to discover this on his or her own.

Explain that a *keel* is a ridge of wood or steel that sits under a boat at its centre along the length of it. It's the framework upon which the boat is built. On boats, the keel is streamlined to reduce drag. The modelling clay is a keel and acts as a counterweight. The mass of the modelling clay prevents the cork from flipping. The greater the mass, the more stable the boat. Tell the student that a *hull* is the body of the ship. The keel is attached to the hull.

Draw the cork sailboat without a keel in the left column of the chart. Draw the cork sailboat with a keel in the right column.



Cork Sailboat Without a Keel

Cork Sailboat with a Keel

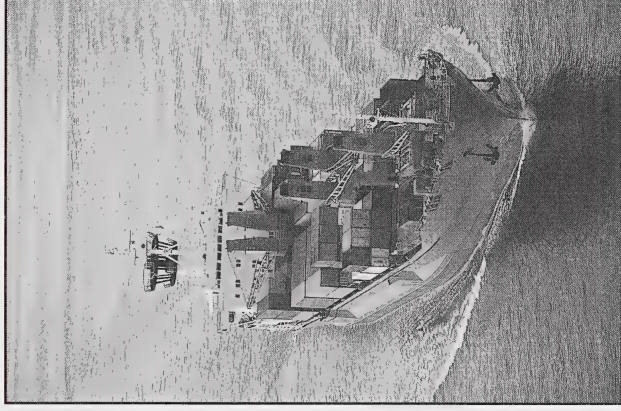
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Making Cargo Ships Stable

A ship is a very large boat. Some ships carry heavy loads. These **cargo** ships travel on oceans full of waves. How do they remain stable?

Make a ship that will carry four different kinds of cargo. Use strips of cardboard to divide your ship into sections. This keeps the cargo from moving around as the ship travels across the water.

Test your ship by putting it in water and giving it a gentle push. Is it stable? Test the stability of your boat on waves. How are you going to make waves for your boat?



Look at the picture of the cargo ship and discuss that cargo ships are ships designed to carry heavy loads, or cargo. Talk about where the cargo is kept and why the ship doesn't capsize with heavy loads. (It is very wide and the load is evenly distributed.) The ship is divided into compartments so the cargo is not mixed together. Provide the student with an aluminum foil loaf pan; strips of cardboard, Styrofoam, or Bristol board to make compartments on the boat; and masking tape. Use the bathtub or a sink filled with enough water to float the boat for this experiment.

See the Home Instructor's Guide for examples.

The cargo the student uses can be sets of items such as paper clips, marbles, washers, math manipulatives, or old keys.

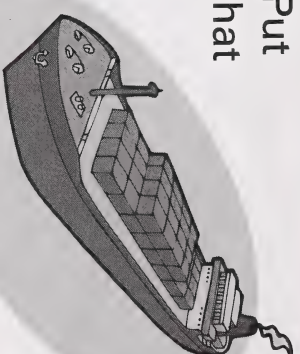
Allow the student time to experiment with the placement of the cargo in different parts of the boat and the number and placement of sections.

The heaviest cargo on a ship goes in the centre compartments or is balanced with equally heavy cargo on opposite sides to remain stable. Have the student answer the questions orally.

Discuss the experiment and what the student learned about stability.

Refer to the Home Instructor's Guide for more information about this activity.

Find four types of cargo for your ship. Put all the cargo on one side of the ship. What happens? Put all the cargo in the back. What happens? Put half the cargo in the front and half in the back. What happens?



What discoveries did you make in this experiment?



Enrichment (optional)

If you have time, you may want to do an extra activity.

Looking Back

Did you have fun miming actions today? Why or why not?

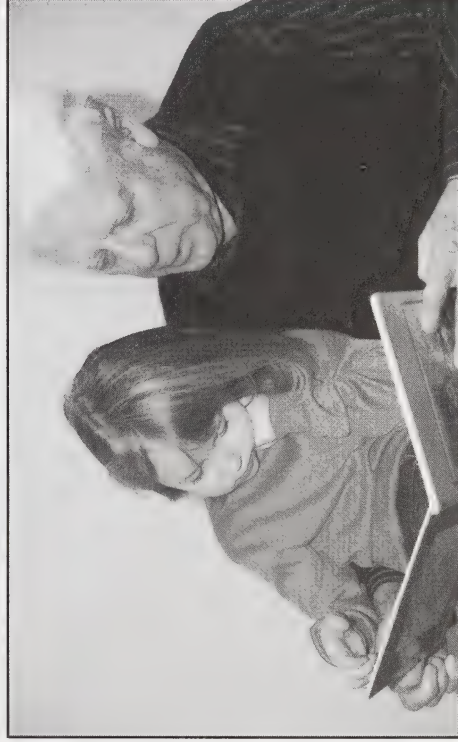
Do you find miming easy or difficult to do? Why?

How do you feel when you have to perform in front of people? Is performing easier for you now than it was before?

Which activity did you enjoy the most today? Why?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 7B and complete Day 11: Learning Log. Have the student include his or her comments.

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Sing along and do the actions to "Hand Jive" with your family.
- Read "It's Your Turn."
- Mime an action and have members of your family try to guess what you are doing.
- Show how you can make a cork boat stay upright in water.
- Show your cargo ship. Explain why your boats are stable.



Day 12: Practice Makes Perfect



You know it takes practice to get better at something. Today you will read about a boy who practises an action until he gets it right.

What sorts of things do you practise to become better at?

Calendar Time

Follow the daily procedure.



Work on Module 7: Day 12.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Is there something you would like to be able to do better? In your journal, write about it and why you want to improve. Or write about a time you practised hard to get better at something. Tell what happened.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Discuss a sport or activity the student does that he or she would like to improve (bicycling, reading, dancing, singing, writing, skiing, and so on). Have the student write what the activity is, why he or she likes it, and why it needs improving or how much it needs to be improved. Or, the student may write about a time he or she practised hard at something.

Practice Pays Off

"A New Skateboard Park" is a story about a boy who likes to skateboard.

Have you ever watched someone skateboard?
Circle **Yes** or **No**.

Skateboarding takes a lot of practice. Have you ever tried it?
Circle **Yes** or **No**.

Read the story aloud and answer the questions at the end.



Have the student look at the picture. Discuss what the student knows about skateboarding and the equipment necessary.

Assist the student with reading the selection.

A New Skateboard Park

Skateboarding was Dan's favourite sport. He wished he could spend more time skateboarding, but he was allowed to skateboard only at a skateboard park. The nearest skateboard park was in a city several miles away from the small town where he lived.

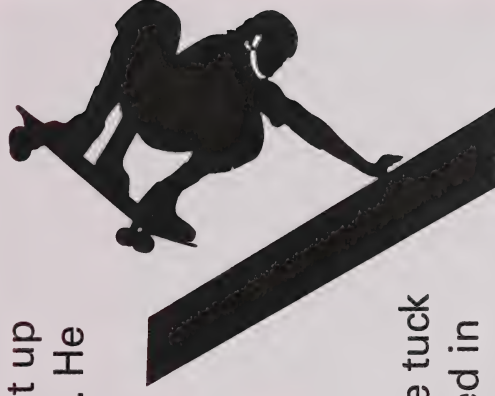
Dan's dad drove him to the park almost every Saturday. If his dad was busy, Dan had to wait for another weekend.

One Saturday Dan and his dad went to the skateboard park. As Dan was putting on his helmet, elbow pads, and knee pads, he saw an older boy do an amazing trick.



continued . . .

The boy skated back and forth on the quarter pipe. He went up one side of the ramp and down the other, faster and faster. He started to go so fast that his skateboard cleared the lip of the pipe each time he got to the top. Just when it looked like he was going to fly right over the top, he grabbed the lip with one hand and his skateboard with the other.



For Dan, time seemed to stand still. It seemed like he was looking at a picture, a picture of an upside-down boy in the tuck position, clutching his skateboard. It seemed the boy stayed in that position for an impossibly long time, and Dan looked up at him with wonder. The boy landed back on his board and skated effortlessly back and forth until he slowed down.

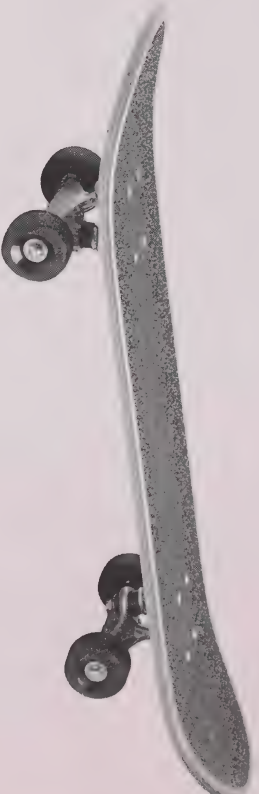
While everyone was taking off their safety gear, Dan went over to talk to the older boy. "That was a great trick," said Dan. "How do you do it?"

"It's called a handplant," the boy said. "You plant one hand on the edge of the ramp and balance. Tuck in your knees and grab the skateboard with your other hand."

continued . . .

The next time Dan went to the park, he tried the handplant right away. Plant hand, tuck knees, and . . . oh, no! Down he came!

Dan tried and tried, but he still couldn't do the stunt. All too soon, it was time to go home. "I need more time to practise," Dan told his dad. "I wish the skateboard park wasn't so far away. I would like to practise every day."



On their way home, they passed the playground in Dan's town. "Why couldn't we have a skateboard park here?" Dan asked.

"That's a good idea," said his dad. "Why don't you and your friends write to the mayor and suggest it?"

The next day at school, Dan told his friends about his idea. They all got together to write a letter to the mayor of the town.

continued . . .

A few days later they got a letter back from the mayor.

**Town of Green Lake
Mayor's Office**

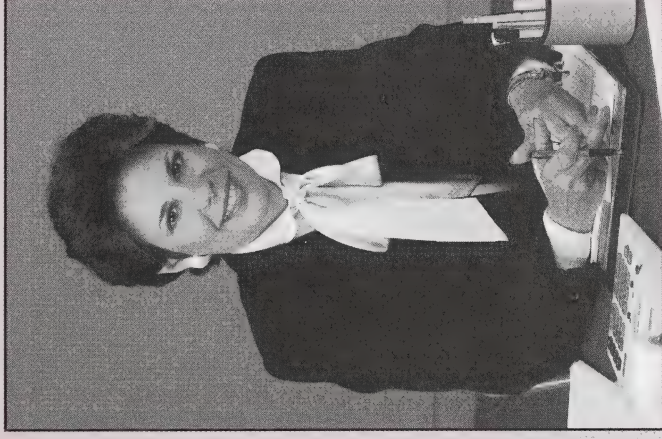
Dear Dan,

Thank you for your letter suggesting a skateboard park be added to our playground.

I would like to meet with you to discuss the idea. Please ask your friends to come too. The meeting will be held at four o'clock on Thursday at the town hall.

I look forward to seeing you then.

Grace Whitney
Grace Whitney
Mayor of Green Lake



continued . . .

On Thursday, Dan and his friends went to the town hall to meet with the mayor. The mayor welcomed them and asked them to tell her more about their ideas.

The mayor asked about safety. She said that some people think skateboarding is a dangerous sport. Dan explained that the skaters would wear helmets, knee pads, and elbow pads at the skateboard park. He added that skateboarding in a park is much safer for everyone than skateboarding on the street.

The mayor promised to discuss the ideas with the town council at the next meeting.



continued . . .

Dan waited and waited. He wondered what the town council would decide about the skateboard park. Finally, he saw his answer in the newspaper.

June 17, 2004

Green Lake News

New Skateboard Park Approved

Town council has approved an addition to the local playground. A skateboard ramp, jumping ramps, and a paved area will be included in the new skateboard park.

The mayor said, "It is important that the children in our community have a safe place to enjoy this sport." The new skateboard park will be built by town employees. Skateboarders must wear safety gear at the park. The park will be cared for by the skateboarders who use it. Parents of skateboarders



have agreed to make sure that all skateboarders wear safety gear. See the plans for the new park on page eight.

continued . . .

Before long, the park was ready. Dan and his friends practised all their favourite stunts. Dan was so happy that he could practise every day. He worked and worked on his handplant, but still couldn't get it quite right.



To thank the mayor and the people of the town, Dan and his friends decided to put on a skateboard demonstration. They made posters and hung them around town. Everyone was invited.

On the day of the demonstration, many people from town came to watch. The mayor and town councillors were there too. Each of Dan's friends did their favourite tricks.

At last, it was Dan's turn. He stood at the top of the ramp. Down he whizzed and up the other side. Plant hand, tuck knees, grab board, and . . .

The crowd cheered! Dan did a perfect handplant!

Review the selection and discuss the questions with the student.

Read the story one more time. This time read the story silently. Then answer the questions.

What sport did Dan enjoy? What rule did Dan have to follow when he skateboarded?

What did Dan see when he went to the skateboard park in the city?

What was the skateboard trick called? What instruction did the older boy give Dan?

What was Dan's idea for solving his problem? What did Dan and his friends decide to do?

What did the mayor say to Dan in the letter? What happened at the meeting?

What did Dan and his friends do to thank the townspeople and the mayor?

How do you think Dan felt when he finished the trick?

Listen to each word as the student says it aloud. Correct the student if needed.

New Words

The following words are from "A New Skateboard Park." Read them aloud.

knees

meeting

park

plant

newspaper

Remember, if you

have a hard time

saying a word and

remembering it, use

the strategies from

the **Learning New**

Words chart your

home instructor

Learning New Words

To learn new words use the following strategies:

- Look at how the word starts.
- Sound it out.
- Look for little words you know in the longer word.
- Look at how the word ends.
- Look for vowel teams.
- Look for consonant blends.
- Say the word aloud correctly a few times.
- Use the word in a sentence.
- Use the look-say-cover and see-write-check way to learn to spell the word.

Print the new words in alphabetical order.

Print the answers to the following on the lines.

This new word has two meanings.

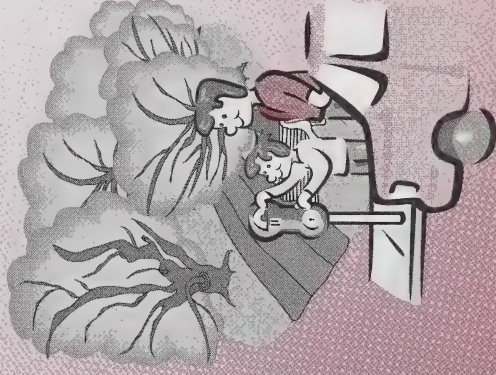
1. You can _____ your car.
2. You can play in the _____.

This new word also has two meanings.

1. You can water a _____.
2. Dan can _____ his hand on the ramp.

Check that the words are listed alphabetically.

The answers are *park, park;*
plant, plant; ee; meet; news,
and *paper.*





What is the vowel pair in **knees** and **meeting**? _____

The base word of **meeting** is _____.

Print the words that make up **newspaper**.

_____ and _____



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.



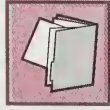
Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



Complete Day 12: Assignment 2 in your Assignment Booklet.

Building Something in Your Community



Take out lined paper.

In the selection “A New Skateboard Park,” Dan and his friends thought their community needed a skateboard park. Think about what your community needs.

Make a draft copy of this exercise. After you edit, revise, and proofread it, make a good copy.

1. What would you like to see built in your community?
2. Give two reasons why you think it should be built.
3. Draw a picture of what it would look like.



You will send your good copy to your teacher on Day 18.

First, discuss what the student would like to see built and the reasons for it. Have the student write a draft copy first on a separate sheet of paper, and then edit, revise, and proofread it before writing the good copy on a second sheet of paper.



Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



I Can Spell That

Can you spell the six spelling words for this module?
 Circle **yes** or **no**. Try it! Print the words on the lines
 as your home instructor says them.

Fun with Phonics

Read aloud the following sentences that Dan could have said.

"Dad, **we've** got the skateboarding ramp built!"

"**I've** done a handplant!"

Which word is used to make each contraction?

See the Home Instructor's Guide. Review the six spelling words presented in Day 3. Dictate the words and have the student practise spelling them.

Review the definition of a contraction: a short way of writing two words by leaving out one or more letters. An apostrophe (') is used to show where something is left out, as in *I've* and *we've*.

Each contraction uses the word *have*.



Refer to the Home Instructor's Guide for the dictation sentences.

Recall the ways: Make the boat wider. Add a keel.

Cut a milk carton in half lengthwise. Set aside one half. Place a small piece of cardboard over the middle. Have the student add a load to the edge of the platform (pennies or washers) to test for stability.

Read the words in bold again. You're going to write contractions with **have** in your Assignment Booklet.



Complete Day 12: Assignment 3 in your Assignment Booklet.

Making More Stable Boats

You made boats stable in Days 10 and 11. How did you do that? You will learn another way today.

Make a boat out of a milk carton. Your home instructor will help you.

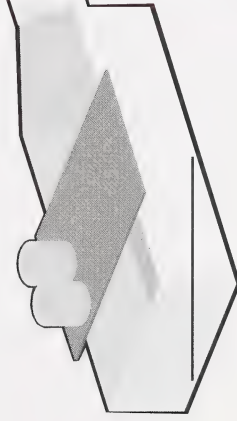
Procedure

1. Cut a milk carton in half.
2. Make a platform across the middle of the carton by laying a piece of cardboard across the hull.
3. Place the boat in a sink or tub of water.

4. Add a load (a set of items) to the **edge** of the platform, making two stacks. Keep adding items until they fall off.
5. Draw your boat in the left column of the chart below.
6. In the right column of the chart, keep a tally of the number of items you stacked on the boat before they tipped off.

Your Boat	Tally the Number of Items

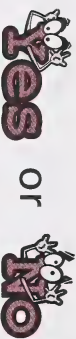
How many items did you load on your boat before they fell off? Print the number in the boat.



Discuss the picture of the catamaran and the features that make it stable (two hulls). Remind the student that a hull is the body of the boat.

Cut a milk carton in half lengthwise. Punch two holes in each side of each half. Connect the two hulls by threading straws through the holes. Place a small piece of cardboard over one of the hulls. Have the student add a load to the edge of the platform to test for stability.

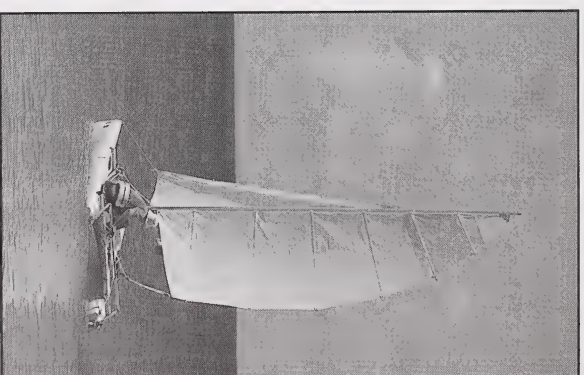
Look at this picture of a boat. It's called a **catamaran**. It has **two** hulls! Do you think two hulls make a boat more stable? Circle **Yes** or **No**. Why?



Make your own catamaran to find out! Ask your home instructor to help you.

Procedure

1. Cut a milk carton in half.
2. Punch two holes in each side of the two halves of the cut milk carton.
3. Thread straws through the holes.
4. Make a platform across one of the milk carton halves by laying a piece of cardboard across the hull.
5. Set your catamaran in a sink or tub filled with water.



6. Add a load to the edge of the platform, making two stacks. Keep adding items until they fall off.
7. Draw your catamaran in the left column of the chart below.
8. In the right column of the chart, keep a tally of the number of items you stacked on the boat before they tipped off.

Your Catamaran	Tally the Number of Items



How many items did you load on your catamaran before they fell off? Print your answer on the boat.

Discuss what the student learned. Have the student answer the questions orally. Explain that two hulls make the boat so stable it doesn't need a keel.

Refer to the Home Instructor's Guide for more information about this activity.

Turn to Assignment Booklet 7B and complete Day 12: Learning Log. Have the student include his or her comments.

Compare the tally results of the two different boats. Which boat is more stable? What did you learn about catamarans and stability?

Have fun experimenting with different loads.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Looking Back

Is your reading and writing getting better because you are practising both every day?

What else are you improving because of practice?

Do you enjoy experimenting with boats? Why?

How could you build a really good, stable boat that can hold a load? What would your boat look like?

Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read "A New Skateboard Park."
- Read your journal entry.
- Read about what you think should be built in your community. Show the picture.
- Spell the six module spelling words.
- Show the catamaran you made. Tell why it is stable.



Day 13: Something for Everyone

People the world over participate in singing! You're going to learn a new song today. You will sing it in French!

You will also learn about something people everywhere do almost every day.



Calendar Time

Follow the daily procedure.



Work on Module 7: Day 13.

Music and Movement

Chante is French for “sing!” It’s fun to sing in different languages. Many people sing just for the joy of it. They like to participate in all kinds of singing—alone, with friends, in choirs, or in large groups. How or where do you like to sing?



Listen to the song “Chante!” Feel free to move and dance to the rhythm of it.

Could you understand the French parts of the song? What makes this song easy to dance to?

Talk about the joy of singing and participating in songs with other people.

Play the song “Chante!” on the *Ideas That Sing! Volume 1* CD. Listen to the lyrics with the student.

Discuss the student’s impression of the song. Talk about the tempo and dynamics of it. Guide the student to say it’s easy to dance to because it has a strong beat and easy-to-follow rhythm.



Help the student read the words while listening to the music a few times. Then practise reciting the phrases without the music. When the student is comfortable with the words, play the song and sing along with it. Explain that the verses in French say the same thing the English words do.



Here are the words to “Chante!” Read the words while you listen to the music.

Chante! (Sing!)

If you want to sing with me—
sing, sing, sing,
sing it loud and sing it strong—
sing, sing, sing.

Écoute la musique—
chante, chante, chante.

CHORUS:
Listen to the music,
All our hearts are singing.
Listen to the music—
sing, sing, sing.

Twirl around and clap the beat—
sing, sing, sing.
Feel the sun and stamp your feet—
sing, sing, sing.

Si tu veux chanter avec moi—
chante, chante, chante,
Chante, chante, chante très forte—
chante, chante, chante.

Fais un tour et frappe les mains—
chante, chante, chante,
Jouis du soleil et tappe les pieds—
chante, chante, chante.

CHORUS
(French)

CHORUS:
Écoute la musique,
Tous les coeurs chantent.

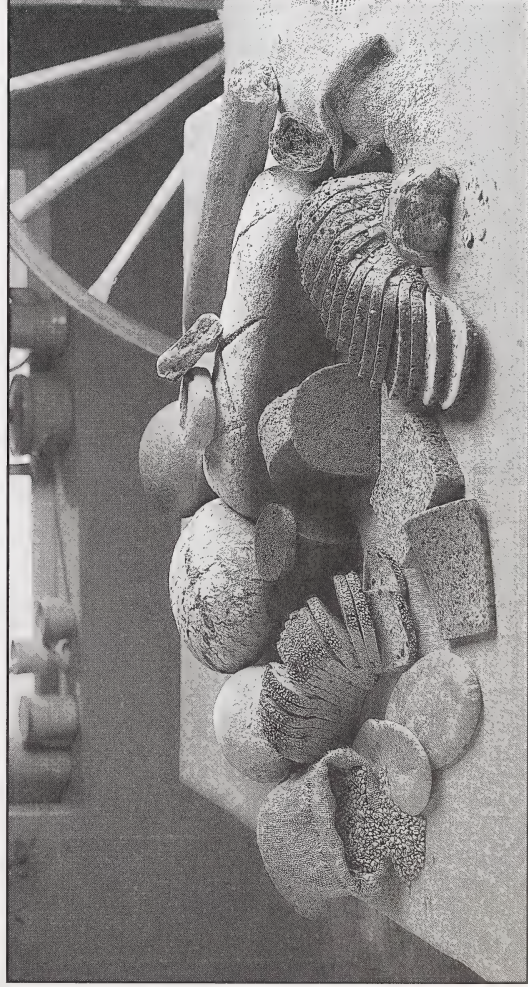
CHORUS
(English)

¹ Jerry Brodey, “Chante! (Sing!),” in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1995), 30. Reproduced by permission.

Can you say the French words? Circle **Yes** or **No**.
Warm up your voice first; then try singing them. Sing with a smile!

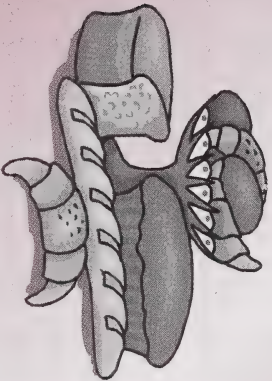
Breads of the World

Do you like to eat bread? Circle **Yes** or **No**. Most people in the world eat bread every day. What is your favourite bread? How many types of bread can you name?



Have the student warm up his or her voice by making a sliding sound, starting with a low sound to a high sound and back to a low sound, several times. Track the words as you and the student sing along to the recording. Repeat the song one or two more times. After singing the song a few times, dance to the music with the student, singing the song at the same time.

Discuss different breads the student is familiar with, such as white bread, whole wheat bread, paska, cornbread, bagels, and crusty buns. Print them on chart paper. Provide the student with store flyers and magazines to find pictures of different breads.



Discuss with the student that to chant is to say words over and over to a steady beat. Poems that have a steady beat are easy to chant.



Take out large paper, like construction paper.



Take out glue and scissors.

Look through magazines and flyers to find pictures of different breads. Cut them out and organize them in an attractive display before you glue them on the paper. Your home instructor will help you print the name of the bread beside each picture. Draw and colour any bread for which you cannot find a picture. Print the title **Bread! Bread!** **Bread!** on the poster. Hang it up for others to see.



You will send your bread poster to your teacher on Day 18.



Take out the book *Let the Feast Begin*.

Turn to the Contents page. Find the chant “Bread! Bread! Bread!” Turn to the selection.

Look at the illustrations of the breads on pages 24 and 25. Which of these breads have you tried?

Who is the author of "Bread! Bread! Bread!"?

Who is the illustrator?

Who is the photographer?

Now close your eyes as your home instructor reads the chant to you. As you listen, try to picture the breads in your mind.

Read the chant with your home instructor. Can you find the breads from the text in the illustrations?

Add the names of the breads illustrated on the pages to the list begun on the chart paper.

The author is *Iris Zammit*.

The illustrator is *Sylvie Daigneault*.

The photographer is *Gilbert Duclos*.

Read the poem as a chant to the student.

Read it a second time, but slower, as the student follows along in the text. Find each bread in the text in the border illustrations.

Read the chant a third time together with the student. Use rhythm sticks to accompany the reading to help the student keep the beat of the chant.

Have the student answer the questions orally.

The patterns are the last word in verse 1, 2, and 3 is *too*; each line, except in verse 4, lists a different bread.

Read "Bread! Bread! Bread!" again. This time follow the beat of the chant with rhythm sticks.

Read the insert on page 25.

Why do you think it's there?

What are some of the breads listed in the poem?



What do you like about this poem?

What patterns do you see in the poem?

Why do you think the artist did the border illustration this way?

Journal Time



Take out your journal. Turn to the Reading Response section.

Read the last line in the poem. What is your answer? Why?

Which breads listed in the poem have you eaten? Which do you like best? Why? Write your response.

Draw your favourite bread under your entry.

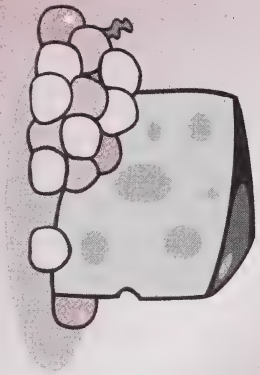
Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



Have the student answer the questions orally. The student may choose to respond to one or more of them in his or her journal.

Listen to each word as the student says it aloud. Correct the student if needed.



New Words

The following words are from the poem "Bread! Bread! Bread!" Read them aloud.

cheese

thin

rice

forget

Remember, if you have a hard time saying a word and remembering it, use the strategies from the **Learning New Words** chart your home instructor posted for you.

Check that the words are listed alphabetically.

Print the new words in alphabetical order.

Print the answers to the following on the lines.

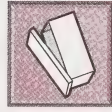
The two syllables in **forget** are _____ and _____.

An antonym for **thick** is _____.

People in China eat this often. _____

What is the vowel pair in **cheese**? _____

Print two words that have this vowel pair.



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.

The answers are *for*, *get*, *thin*, *rice*; *ee*; any two words with *ee*, such as *knee*, *feet*, *beet*, *sleep*, *meet*, *sheet*, *keep*, and *peep*.

If there are any other words from the chant "Bread! Bread! Bread!" that the student would like to add to the Word Wall, have him or her print them on white index cards and tape them on the Word Wall now.





Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.



Complete Day 13: Assignment 4 in your Assignment Booklet.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Fun with Phonics

The following words are from the book *Let the Feast Begin*.
Read them aloud.

you're let's I'm

Which words are used to make each of these contractions?

You're going to write other contractions with **am**, **are**, and **us**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in pink the contraction with **am**. Circle in green the contractions with **are**. Circle in black the contraction with **us**.

1. _____

2. _____

First, review the definition of a contraction: a short way of writing two words by leaving out one or more letters. An apostrophe (') is used to show where something is left out, as in *I'm*, *we're*, and *let's*.

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words afterward with the student.

Refer to Days 7 and 8 of Module 5 to review the meaning of *waterproof* and list items that are waterproof (raincoats, boots, umbrellas, rain hats, foil). Recall things that can waterproof material, such as wax crayons, Vaseline, and oil. Discuss whether materials used in boatbuilding need to be waterproof and why.

In the chart on the following page, have the student print his or her prediction of which boats are waterproof and which aren't. Provide the student with the following pieces of material, each measuring about 8" x 11": writing paper, newspaper, wax paper, and aluminum foil. Help the student make boats out of each one following the steps in the Home Instructor's Guide. Make sure the tape is clear, as it is more waterproof than other tape.

3. _____

4. _____

The Best Materials for Boatbuilding

Do you think it matters what kind of

material you use to make a boat?

Circle **Yes** or **No**. Why?



Do an experiment to find out which materials are good for boatbuilding.

Imagine you are deserted on an island in the ocean. If you send a message, you might be rescued. You decide to place a message in a little boat.



These are the materials you find on the island: aluminum foil, writing paper, newspaper, and wax paper. You don't know which one will work best, so you make a boat out of each one.

In a few days you are rescued! Two of your boats made it. Which ones do you think they were? Record your predictions in the following chart. Write **yes** or **no**.

Materials Used	Prediction	Observations				
	Is the material waterproof?	Time Boat Entered the Water	After 10 Minutes	After One Hour	After Three Hours	At the End of the Day
newspaper						
aluminum foil						
writing paper						
wax paper						

Make a boat out of each of the materials. Your home instructor will help you.

You will need the following:

- newspaper
- writing paper
- tub of water
- wax paper
- scissors
- aluminum foil

Place the boats in a tub of water. Record the time. Watch what happens. Check the boats again every few hours (as written in the chart) and record any changes you see. You will finish this experiment in Day 14.



Complete Day 13: Assignment 5 in your Assignment Booklet.



Have the student place each of the boats in a tub of water. It may take several hours for changes to appear in some of the boats. Tell the student to check the boats every few hours and record his or her observations in the chart.

Looking Back

What are some things in which people participate the world over?

In what do you like to participate?

What type of bread did you learn about today?

Would you like to try new breads? Why or why not?

What did you like best about today?

Story Time

Relax and enjoy the story!

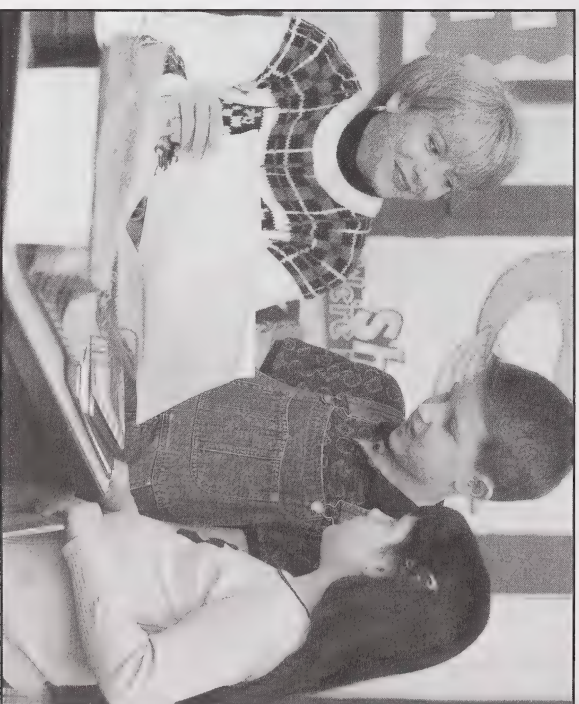


Turn to Assignment Booklet 7B and complete Day 13: Learning Log. Have the student include his or her comments.

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Sing the song "Chante!" with your family.
- Read "Bread! Bread! Bread!"
- Show your bread poster and talk about the different breads in the world.
- Talk about your boat experiment.



Day 14: A Day of Activities



You'll be busy today doing lots of different activities—writing, reading, creating, making boats, even recording yourself!

Calendar Time

Follow the daily procedure.



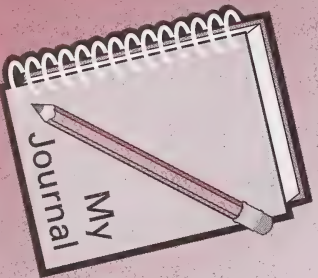
Work on Module 7: Day 14.

Journal Time



Take out your journal. Turn to the *Personal Writing* section.

Assist the student in selecting a topic as needed.



Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

A List Poem



Take out the book *Let the Feast Begin*.

Turn to the chant "Bread! Bread! Bread!" Read it aloud.
How can you tell the poem is a list?

Read this list poem about hair aloud.

Hair! Hair! Hair!

Brown hair,
Fair hair,
Red hair,
Long braided hair,
Hair in a ponytail,
Spiky hair,
Thick frizzy hair,
Hard-to-comb hair,
I like my hair best!



Have the student identify features of a list: items in words or phrases and the use of commas to separate them. Point out the author's style—some breads are described with one word (brown bread, rye bread), others with more (pan-fried bannock bread).

With the student, think of topics to make a list, such as eggs, hats, shoes, or beans. Pick one and make the list together on the board. Brainstorm describing words to go with it.

Encourage the student to write a concluding sentence for his or her list poem similar to those found in either "Bread! Bread! Bread!" or "Hair! Hair! Hair!"

Refer to the Home Instructor's Guide for information about this activity.

Discuss why the second reading was better.

What topics can you make lists for? Pick one and write a list poem with your home instructor. Think of descriptive words to use.



Take out lined paper.

Now write a list poem on your own. You might like to draw a picture to go with it.



You will send your list poem to your teacher on Day 18.

Reading Aloud

Listen as your home instructor reads you a poem twice.

Which reading did you like better, the first one or the second one? Why?

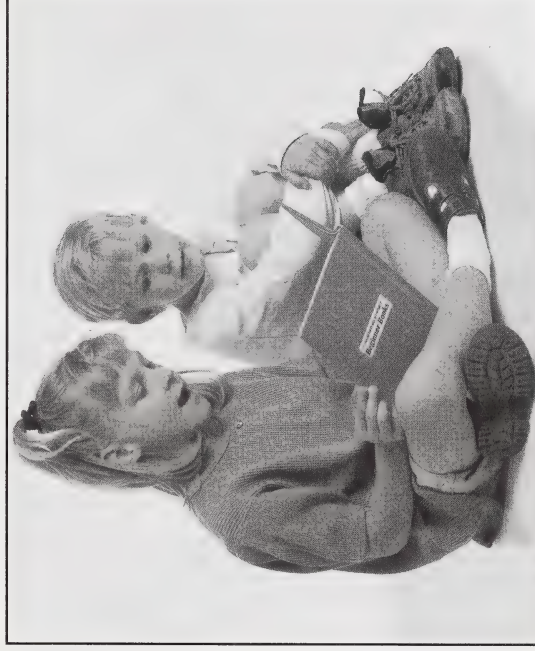
There are things a good reader does when reading aloud. The chart lists what they are. Read them aloud.

Choose a poem or a part of a story you like and practise reading it aloud. Remember to follow the steps for reading aloud. Now read the poem or story part to your home instructor.

Once you have practised reading the poem or story part aloud, record it for your teacher. Have fun!



You will send your recording to your teacher on Day 18.



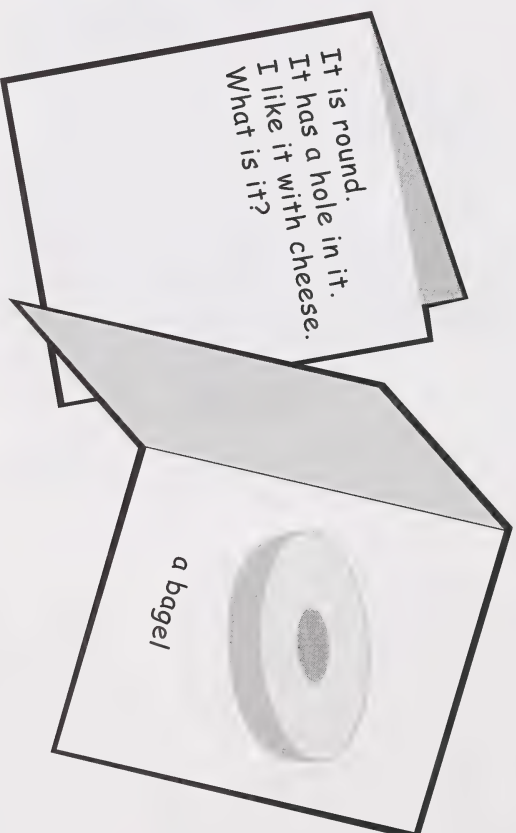
Take the "Reading Aloud" chart from the Appendix of the Student Module Booklet and go over the criteria with the student. Display it in the classroom for future reference.

Have the student refer to the chart when practising reading aloud.

Assist the student with the recording. Remind the student how to record. Have the student record his or her name, the module number and day, and the name of the poem or story excerpt. After recording, play it back and let the student decide whether to re-record the reading.

A Bread Riddle

Read this riddle aloud.



You can write a riddle just like this one about your favourite bread.



Take out unlined paper.

Think of a favourite bread.

Fold a piece of paper in half (along the width) to make a card. Think of clues you can use. Write the clues about the bread on the front. Print your answer inside the card. Draw a picture of the bread.

Write another riddle about bread or another favourite food. Choose one riddle to send to your teacher.



You will send your riddle to your teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



List the student's favourite breads on the board. The student can choose one or two to write riddles about following the format in the example:

colour, shape, and size clues; ingredient clues; personal comments; the question; and the answer. The student may choose to write a riddle about a different favourite food.

If time allows and the student is interested, have him or her write more than the two riddles.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



Fun with Phonics

These words are from the selection “Bread! Bread! Bread!” Read them aloud.

buns	shapes	sizes
recipes	cakes	rolls

How do all of these words end?

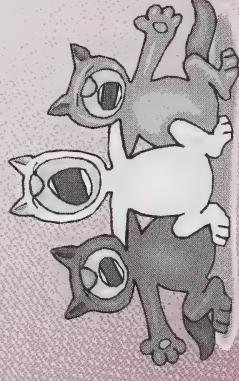
The words on the previous page all end in **s**. They are all plurals. Usually an **s** at the end of a word means "more than one."

You're going to write other **plural words**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in orange the plural words.

1. _____
2. _____
3. _____
4. _____

First, review how to use plurals: when s is added to most nouns, it forms the plural, meaning "more than one," as in *pencils*.

Refer to the Home Instructor's Guide for the dictation sentences.



Check the spelling, punctuation, and circled words afterward with the student.

Discuss the results of the experiment on Day 13. Have the student print the answers on the lines. The wax paper and aluminum foil boats should have remained intact, while the two paper boats sunk.

Guide the student to say that the waterproof materials allowed the boats to stay afloat.

Colouring the paper boats with wax crayons would waterproof them, as wax is a waterproof material.

Making Waterproof Boats

How did your boat experiment in Day 13 turn out? Which two boats carried the message across?

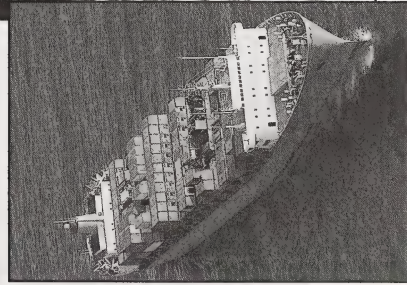
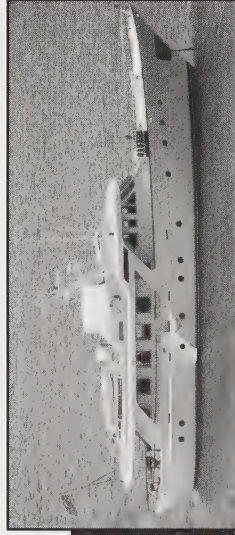
1. _____

2. _____

Why were they able to deliver the message?

How could you waterproof the paper boats?

Look at the pictures of boats you have been collecting. What kinds of waterproof materials are they made of?



You know that the material used to make boats has to be waterproof. The material that keeps the pieces together has to be waterproof too.

Have the student look at the pictures of boats he or she is gathering. Discuss the materials used: aluminum, wood, fibreglass, steel, and composites like graphite and boron.

Explain that not only do the materials that make a boat have to be waterproof, but sealants used to join parts together must be as well.

Help the student make four boats with aluminum foil using Boat Template 1 from the Appendix of the Student Module Booklet. Fasten the joints of each boat with one of each of the following: modelling clay, glue, clear tape, and masking tape.

Two factors are important when waterproofing joints on a boat: the substance used must create a complete seal, and the bond of the substance must hold the weight required for the purpose of the boat.

Do this experiment to find out which materials work best to make joints watertight.

You will need the following:

- aluminum foil
- masking tape
- modelling clay
- clear tape
- scissors
- pennies
- white glue
- tub of water

Procedure

1. Make four aluminum boats.
2. Fasten the joints of your first boat with modelling clay. Fasten your second boat with masking tape, your third with clear tape, and your fourth with glue.
3. Place the boat sealed with modelling clay on the water.
4. Count to ten. If there are no leaks on any of the seams, place a penny in the boat.

5. Count to ten. Check for leaks. Keep placing pennies in the boat until it leaks at the seams or sinks from too much cargo.
6. Record your results in the following chart.
7. Repeat steps 4, 5, and 6 for each of the other boats.

Sealant	Boat Floats	Carries a Load Without Sinking	Stable in Water	Number of Pennies Loaded
modelling clay				
masking tape				
clear tape				
glue				



Complete Day 14: Assignment 6 in your Assignment Booklet.

Looking Back

How did you choose the topic for the list poem you wrote this morning? Did you remember to use a comma after each item in the list?

Why do you like to write poems? Do you remember to edit, revise, and proofread your work? Why or why not?

Which rules from the **Reading Aloud** chart did you follow to make your recording better? Which ones will you try next time?

Story Time

Relax and enjoy the story!

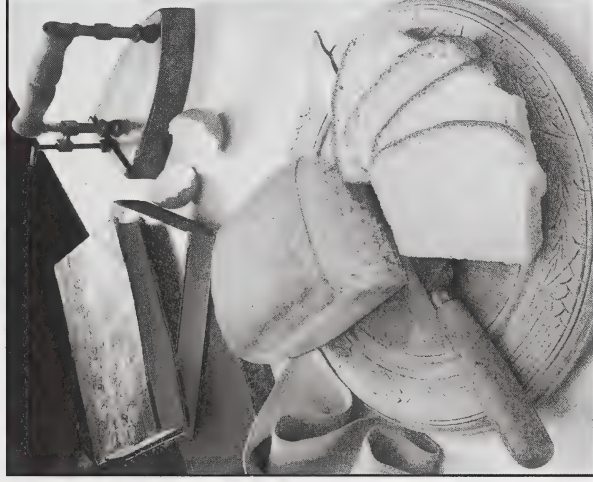


Turn to Assignment Booklet 7B and complete Day 14: Learning Log. Have the student include his or her comments.

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read "Bread! Bread! Bread!"
- Play your recording of a poem or part of a story.
- Tell what you learned about boats today.
- Read the riddles you wrote.



Day 15: A Recipe for Fun

You have read about different kinds of breads. Do you know what bread is made of? You'll find out today. The best part of this day is when you participate in making bread!



Calendar Time

Follow the daily procedure.



Work on Module 7: Day 15.

Music and Movement

You've been learning about boats in this module. The song you will hear today is called "Boat Goes down the River." Do you know any other songs about boats?



Listen to the song "Boat Goes down the River." Feel free to move to the rhythm of it.



Discuss what the song might be about from the title. Talk about other songs the student might know that have a boat in the title or the lyrics, such as "Michael Row the Boat Ashore;" "Banana Boat Song;" "Row, Row, Row Your Boat."

Play "Boat Goes down the River" on the *Ideas That Sing!* Volume 1 CD. Listen to the lyrics and move to the rhythm with the student.

Discuss the student's impression of the song. Ask where it takes place (somewhere hot, like a tropical place because they're picking bananas, walking barefoot, and carrying heavy loads on their heads). The mode of travel is boats because the people live by the river. Guide the student to say that the tempo is slow.

Read each line of "Boat Goes down the River" and have the student echo in response.

Where do you think this song takes place? Why? People in Canada use cars and buses to take them places. What does the person in the song use? Why? What is the tempo of the song?

Here are the words to "Boat Goes down the River." Repeat each line after your home instructor.

Boat Goes down the River

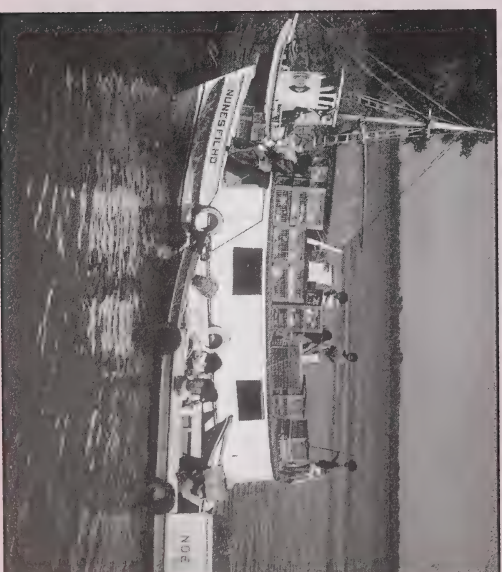
CHORUS:

Boat goes down the river,
It takes me to my home.
Boat goes down the river,
It takes me to my home.

Banana leaves are waving
in the breeze.

Bunch by bunch
they strip the trees.

(Repeat)



continued . . .

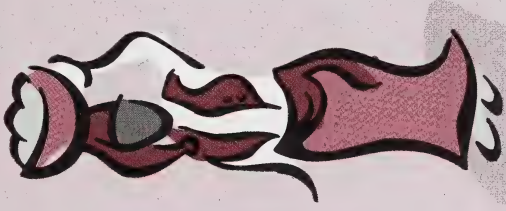
Men and women walking
barefoot down the roads.
And on their heads
They carry heavy loads.
(Repeat)

I plant my garden on the river bank.
I raise my hands and give some thanks.
(Repeat)

CHORUS

Warm up your voice—you're going to sing along to the music. Remember to smile when you sing!

Now that you know the song, act it out. Be a part of the song!



Warm up the student's voice as usual. Play the recording "Boat Goes down the River." Track the words as you and the student sing along to the recording. Play the song again.

Lead the student in doing the actions in the song: row the boat, wave your arms above your head to be the banana leaves waving, pick bananas off trees, walk and hold a heavy load on your head, plant a garden, raise your arms to give thanks. Repeat the song several times. Sing along to the song as you're doing the actions.

¹ Jerry Brodey, "Boat Goes Down the River," in *Ideas That Sing!* Volume 1, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1984), 38. Reproduced by permission.

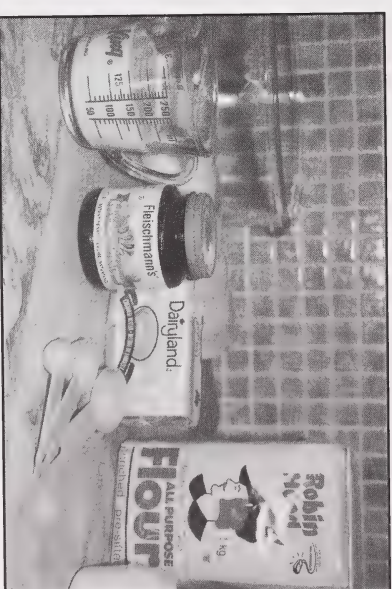
After reading the page aloud, ask the student to name the ingredients in bread. Discuss what the student knows about flour and how flour is made.

Read the selection "Cereal Grains" on the following pages aloud to the student. Read the information under each heading and then stop and discuss the information.

What's in Bread?

Do you eat bread every day? Have you ever thought about what goes into the bread you eat?

There are many different kinds of bread. Different types of bread may contain different ingredients. Most bread contains flour, yeast, fat (such as vegetable oil or lard), sugar, salt, and water. The most important ingredient in bread is flour.

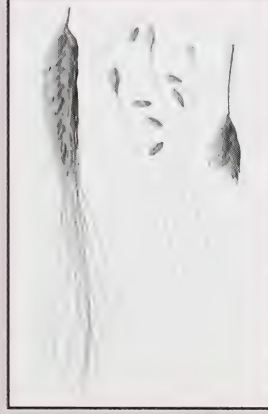


Do you know where flour comes from and how it is made?

Cereal Grains

Most flour is made from the seeds of special grasses. Grass seeds you can eat are called **grains**. The special grasses that produce grain are called **cereals**.

There are many kinds of cereal grains. Below are some grains that can be made into flour or breakfast cereal.



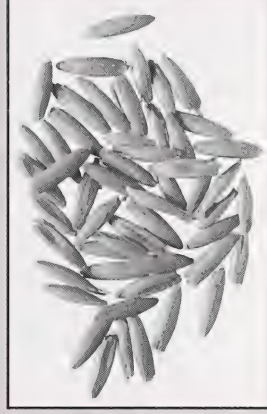
wheat



corn



barley



oats

continued . . .

Cereal grasses are different from other types of grasses.

Think about the grass that grows in your lawn.

Lawn grass may flower and produce seeds, but the plants keep right on growing. You can mow the grass short and the plants keep growing. The plants from this type of grass rest over the winter and then grow again in the spring. You don't have to plant lawn grass every year.

Cereal grasses don't keep growing like lawn grasses. Cereal grasses die after the seeds are ripe. The seeds must be replanted for the cereal grasses to grow again next year.

There are other ways cereal plants are different from other grasses.

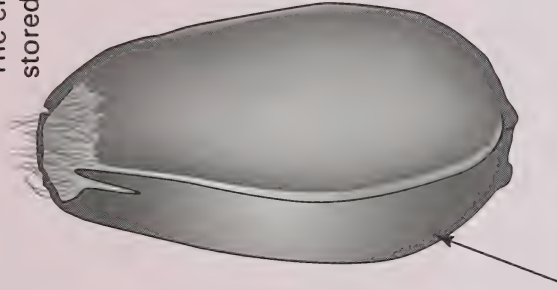


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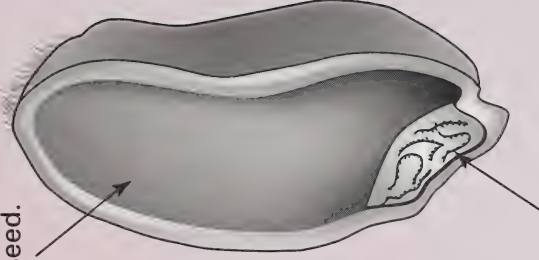
The seeds of cereal grains are larger. Each grain contains stored food that helps it grow into a new plant. This stored food lets the grain plant grow quickly.

A Grain of Wheat

The endosperm is the food stored for the seed.



The husk, or bran, has a hard skin that protects the inside of the seed.



The wheat germ is where the shoot of the new plant grows from.

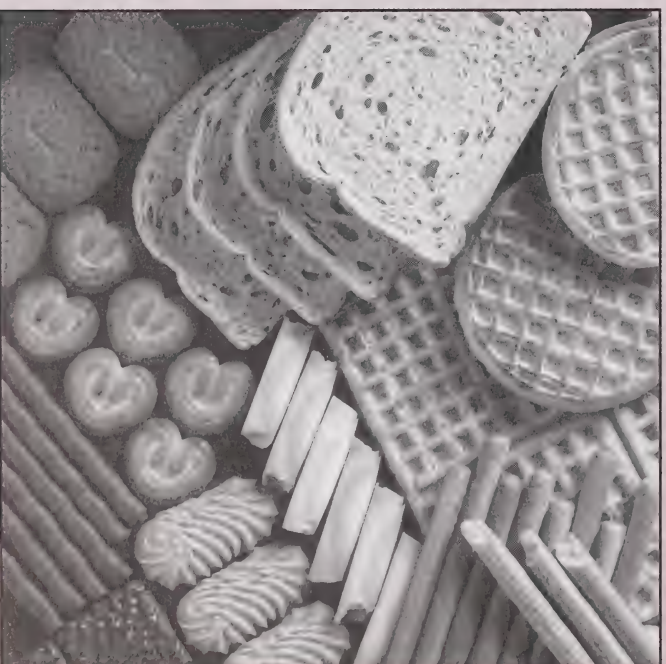
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Different Grains

Do you like light, fluffy bread or heavy, chewy bread? Different grains can be used to make different types of bread and baked goods.

Wheat is often used to make flour for bread. Wheat contains a sticky, stretchy protein called **gluten**. The gluten in flour helps bread to rise. Tiny bubbles of air are trapped in the bread. This makes bread made from wheat flour light and fluffy.

Flour made from rye grain has a small amount of gluten in it. Most other cereal grains do not contain gluten. Bread made from corn, barley, or oats does not rise very well. Bakers often add wheat flour to these grains to make bread that will rise. Each type of flour makes a unique tasting bread.



continued

Grains Around the World

Grains have been used as food for thousands of years. Different types of grain grow in different parts of the world. Wheat grows well in dry climates, such as Canada and Australia. Rice grows in low, swampy land like the hot, wet places in Asia.



Corn also needs lots of heat to grow. It is grown in many places around the world. It can even be grown in mountain valleys in Peru and Mexico.

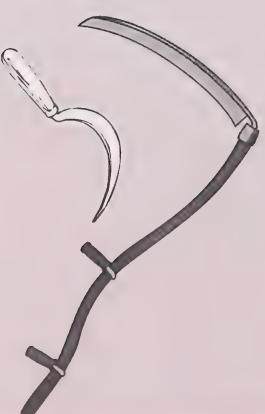
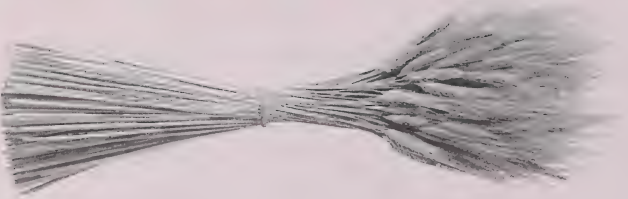
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In the Past



Wheat was discovered by the ancient Egyptians and Turks. They learned how to plant the wheat in fertile soil and how to gather the grains to make food. They saved the best seeds to plant again the next year.

In the past, grain crops were planted and harvested by hand. Grain was cut with a **sickle** or **scythe** and tied into bundles called **sheaves**.



sickle

scythe

continued . . .

The sheaves were beaten to make the grain fall out. The grain was then tossed in the air to let the leafy parts blow away. Harvesting grain this way is very hard work.

To turn grain into flour, the seeds must be ground into a fine powder. In ancient times, grains of wheat were ground between two flat stones. Sometimes grain was ground by putting it into a container and crushing it with a pole.

Later, people began to use machines for planting, harvesting, and grinding grains.

In the Present

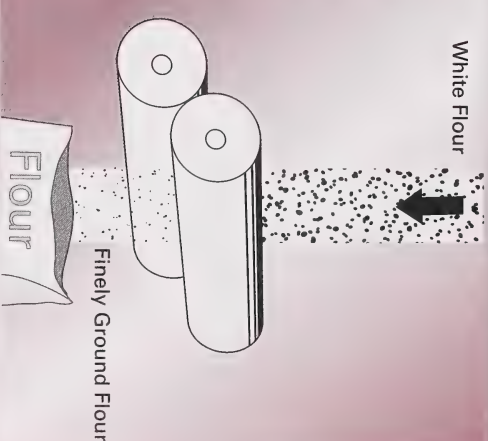
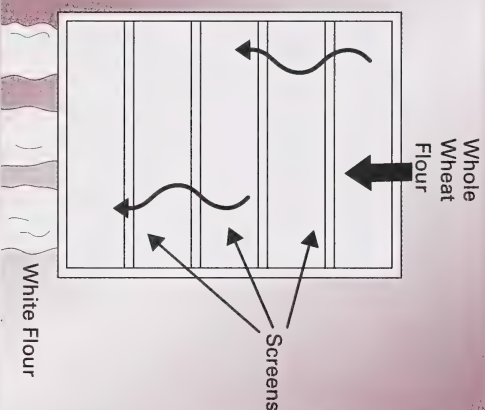
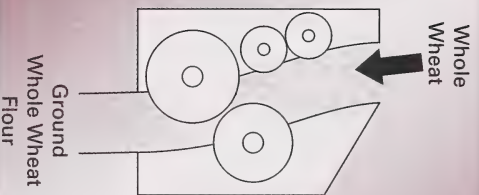
Now, in most parts of the world, large machines are used to plant and harvest wheat. A **seed drill** pushes the seeds into the soil. When the grain is ripe, a **combine** harvests it and separates the grain from the straw and leafy bits. Grain is hauled to large bins in big trucks.



continued . . .

The grain is hauled to the mill where it is cleaned and ground. Today most flour is made in large flour mills.

At the mill, the grain is ground into different kinds of flour. The pictures below show how white wheat flour is made.



The grains are ground between metal rollers with grooves.

The crushed grain is forced through screens to get the husks and wheat germ out.

The white flour is then put through smooth metal rollers to crush it even finer.

Take a Look at the Bread You Eat

Next time you eat a slice of bread, think about how it was made. If you are eating bread bought in a store, look on the label for a list of the ingredients. If you are eating homemade bread, ask to see the recipe that was used.



Journal Time



Take out your journal. Turn to the Reading Response section.

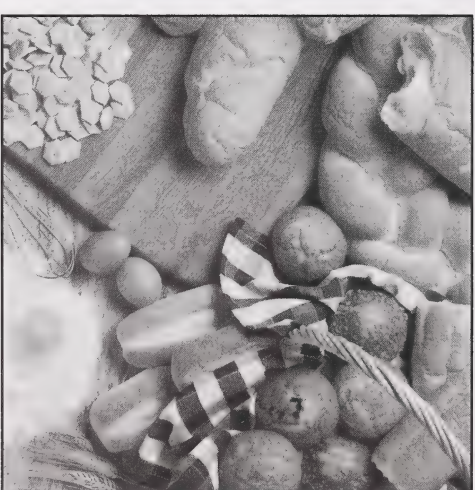
Have the student answer the questions orally. The student may choose to respond to one or more of them in his or her journal.

Did you enjoy learning about cereal grains and what goes into bread? Why or why not? What was your favourite part? Why?

What was your favourite illustration or photograph? Why?

In your journal, write one or two things you learned about bread.

Remember to print today's date at the top of the page.



New Words

The following words are from the selection "Cereal Grains." Read them aloud.

grain

flour

fat

salt

Remember, if you have a hard time saying a word and remembering it, use the strategies from the **Learning New Words** chart your home instructor posted for you.

Print the new words in alphabetical order.

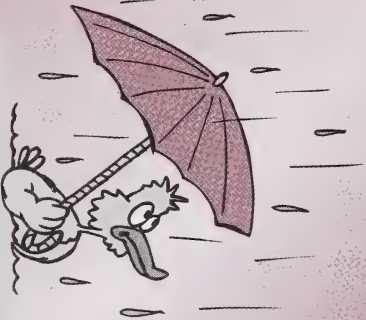
Listen to each word as the student says it aloud. Correct the student if needed.

Check that the words are listed alphabetically.



a fat cat

The answers are *fat, flour, salt, a, in, and rain.*



Print the answers to the following on the lines.

A word that rhymes with **hat** is _____.

This is a homonym for **flower**. _____

This word ends with the consonant blend **lt**.

Three little words in **grain** are _____,
_____, and _____.



Take out four **white** index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.



Complete Day 15: Assignment 7 in your Assignment Booklet.

These Go into Making Bread



Take out unlined paper.

You read about the ingredients that go into bread. Draw and colour pictures of bread ingredients and label them.

Put your name on the page.



You will send your labelled pictures of bread ingredients to your teacher on Day 18.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

Read these words aloud.



grasses

washes

These words end in **es**. They are plural. The **es** ending means “more than one.”

You're going to write other **plural words** that end in **es** made from words that end in **x**, **z**, **ss**, **sh**, or **ch**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in red the plural words.

1.

2.

3.

4.

Review how to use plurals: when **es** is added to a noun, it forms the plural, meaning "more than one," as in *brushes* and *dresses*. If a word ends in **x**, **z**, **ss**, **sh**, or **ch**, you usually add **es** to make it plural.

Refer to the Home Instructor's Guide for the dictation sentences.



Check the spelling, punctuation, and circled words with the student.

All About Bread

Turn to the beginning of the selection “Cereal Grains.” This time read it silently. Use the photographs and illustrations to help you understand the words.



Take out lined paper.

Think of three questions you could ask someone about the information in the selection “Cereal Grains.” First, make a draft copy of your questions, and then edit, revise, and proofread them. Write the final copy on another sheet of paper. Remember to use question marks!

Print your name, the module number, and the day on the page.

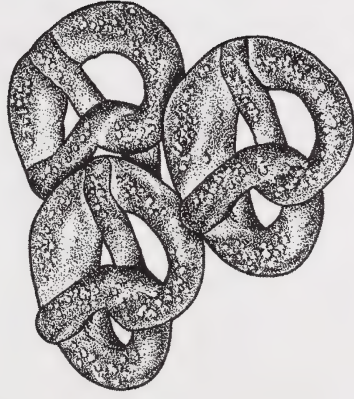


You will send your three questions to your teacher on Day 18.

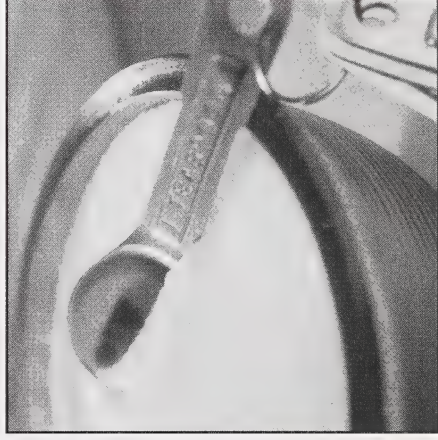
Skim the selection “Cereal Grains” with the student. Write jot notes the student can form into questions later; for example, growing grains in the past; different kinds of cereal grains, and so on. Help the student put these into question format using the phrasing in the text. How were grains grown in the past? What are the different kinds of cereal grains? Have the student write a draft copy of the questions then print the final copy on a separate sheet of paper.

Pretzels

You've read all about bread. Now it's your turn to make it!
You're going to make soft pretzels.



Pretzels are a type of bread because they are made with most of the same ingredients that go into bread.



Do you remember what the ingredients are?

Circle **Yes** or **No**.

Discuss the recipe first. Point out the list format of the ingredients and the instructional format of the method. Ask the following questions:

- What kitchen tools do you need to get?
- Can you name the dry and wet ingredients?
- How many ingredients do you need?
- Why do you need yeast?
- Why do you need a pastry brush?
- What will happen if you don't grease the cookie sheets?

Help the student make the pretzels. Remind the student to wash his or her hands before beginning.

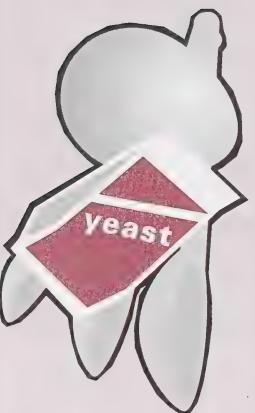
Now wash your hands and get ready to bake!

First, read the list of ingredients and the recipe. Good cooks always gather the ingredients and tools first.

Pretzels

Ingredients

- 1 package of yeast (15 mL)
- 375 mL warm water
- 7 mL sugar
- 1150 mL flour
- 1 egg
- coarse salt



Utensils

- mixing spoon
- mixing bowl
- measuring cup
- measuring spoons
- fork
- two cookie sheets
- sprayed with nonstick spray
- pastry brush

Method

1. Preheat the oven to 220°C (425°F).
2. Put the yeast, warm water, and sugar in a small bowl. Stir a little; then let it sit for 5 minutes.
3. When the yeast mixture starts to bubble, add the flour. Stir it with a spoon. When it gets hard to stir, mix it with your hands.
4. Put the dough on a cutting board and knead it into one big ball. It is just like playing with clay!
5. Knead the dough for about 10 minutes until it is smooth. Add more flour if it gets sticky.
6. Break off a handful of dough. Use your hands to roll it into a snake about as thick as your thumb. Make the dough snake about 20 cm long.



7. Criss cross the ends of your dough snake and then tie a loose knot with them.
8. Place the pretzel on a greased cookie sheet.
9. Continue making pretzels until you've used all the dough.
10. Beat the egg with a fork. Add about 7 mL of water. Mix. Dip a pastry brush into the egg mixture and brush the top of the pretzels.
11. Sprinkle salt on the pretzels.
12. Bake for about 20 minutes.

Let the pretzels cool. Then eat and enjoy! Makes 20–25 pretzels.



Looking Back

What was your favourite part of the day? What could have gone better?

What did you like about the song this morning? Do you like participating in songs by singing and acting out the story? Why or why not?

How did your pretzels turn out? What did you learn so making them next time will be easier?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 7B and complete Day 15: Learning Log. Have the student include his or her comments.

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Sing the song “Boat Goes down the River” and do the actions together.
- Read your favourite parts of “Cereal Grains.”
- Show your picture listing the ingredients that go into bread.
- Ask the questions you wrote about the information in “Cereal Grains.”
- Share the pretzels you made. Tell how you made them.



Day 16: A Special Feast

You're going to read about a special feast that children in British Columbia planned and organized. You'll get to organize your own special celebration.



Calendar Time

Follow the daily procedure.



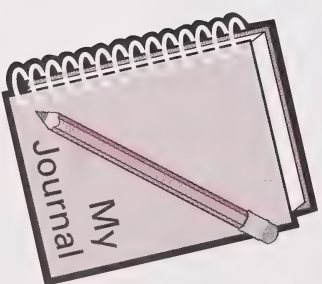
Work on Module 7: Day 16.

Journal Time



Take out your journal. Turn to the Personal Writing section.

Have you ever attended a special event or celebration? Circle **Yes** or **No**. What was it like? Under your entry, draw a picture of the event.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Ask the student to talk about his or her experiences at a special event or celebration, such as a wedding, birthday party, or community breakfast or supper. Have the student write the details (what the event was, what happened, what the student did) in his or her journal then illustrate the entry.

A Native Chant

Follow along as your home instructor reads the poem
“Hear the Drum.”

Hear the Drum

CHORUS

Hear the Drum

Hear the Drum

It's the beating of my heartbeat

Hear the Drum

Hear the Drum

It's the rhythm of my soul

Hear the Drum

Hear the Drum

It's the beating of my heartbeat

The Drum sounds, my heart beats, the river starts to flow

continued . . .



Read “Hear the Drum” to the student, chanting the first two lines of each verse in the chorus in a drum rhythm. Remind the student that a chorus is the part of the song where everybody sings.

Circles forever: life, love, and death
 Circles forever, and they lie behind each breath
 Each of us a circle, our hearts beat as friends
 Each of us a circle, one soul that never ends.

CHORUS

CHORUS

What did you think of this poem? Which culture do you think it is from? Why? Read the poem together with your home instructor. Use a drum to help you chant.



Discuss the poem. Guide the student to say that this poem is a First Nations, or Aboriginal people's, poem because beating drums and chanting is part of their culture. Say the poem together in a chant-like way. Try reading the poem to the beat of rhythm sticks. Allow the student to beat to the rhythm of the poem.



Take out the book *Let the Feast Begin*.

Turn to the Contents page. Read the name of the last selection and look at the small picture. What do you think it might be about? Turn to the selection.

Who is the author of "A Special Feast"?

Listen and follow along as your home instructor reads pages 26 and 27.

The Gweey'ya, or special feast, is held for a reason.

Read page 28 aloud to find out what it is.

Discuss the student's predictions about the selection. Introduce these words from the text: *Gweey'ya* (a special feast), *Gitksan*, pronounced git-san (refers to the First Nations people in the Hazelton area), and *Hazelton* (an area of three villages in northern British Columbia).

The author is *Jane Smith Mowatt*.

Talk about the photos and art in the selection. Read page 26 to the student and discuss the information about the setting. Read page 27 and talk about the photos and the information given.

Have the student read the rest of the selection to find out specific information.



Draw attention to the focus on hearts in the selection. The Gweey'ya is held close to Valentine's Day. Have the student answer the questions orally.

The Gweey'ya is held to raise money for the B.C. Children's Hospital.

The Gweey'ya is held every year.

Why is the Gweey'ya held?

Read page 29 to find out how often it is held.

How often is the Gweey'ya held?

Read page 30 to find out what people do to get ready for it.

What do people do to get ready for the Gweey'ya?

Read page 31 to find out what takes place at the Gweey'ya.

What did you find out?

Read page 32 to learn the most important message about this Gweey'ya and all other feasts.

Talk About the Story

What do the words in the song ask people to do? Why did the students hold a Gweey'ya? Do you think your community could raise money for a cause like this? How does the Hazelton community feel about the school's Gweey'ya? Why?

New Words

The following words are from "A Special Feast." Read them aloud.

invite

smiles

giving

dancing

Have the student answer the questions orally.

Listen to each word as the student says it aloud. Correct the student as needed.

Check that the words are listed alphabetically.

Check the answers with the student: *give; dance; smiles; in, vile.*

Remember, if you have a hard time saying a word and remembering it, use the strategies from the **Learning New Words** chart your home instructor posted for you.

Print the new words in alphabetical order.



Print the answers to the following on the lines.

The base word of **giving** is _____.

The base word of **dancing** is _____.

An antonym for **frowns** is _____.

The two syllables in **invite** are _____ and _____.



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

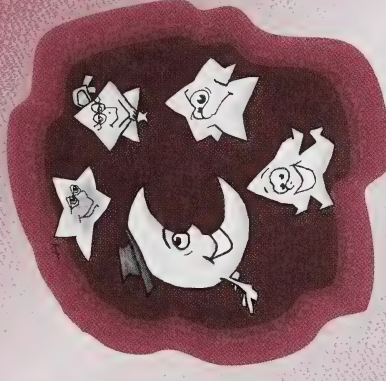


Complete Day 16: Assignment 8 in your Assignment Booklet.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Module 7B: Participate and Be Active



If there are any other words from “A Special Feast” that the student would like to add to the Word Wall, have him or her print them on white index cards and tape them on the Word Wall now.

Refer to the Home Instructor's Guide for more information about this activity.

Remove the Word Game from the Appendix of this Student Module Booklet. Play the game with the student. If time allows, play it a few times.

Play the Word Game

Play the Word Game using words from “A Special Feast” and other stories. Use a die to move along the trail of hearts. When you land on a word, use it in a sentence or cover it up and spell it. Score one point for each small heart and three points for each large heart.

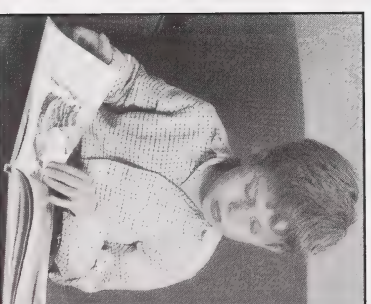
Keep a tally of your score. The first player to reach ten points wins the game!

Break for lunch.



Silent Reading

Enjoy your reading time.



Spelling

It's time for your spelling test.



Go to your Assignment Booklet to do the Day 16: Spelling Test.

Fun with Phonics

The following words are from the selection "A Special Feast." Read them aloud.

being	singing	asking
helping	showing	working

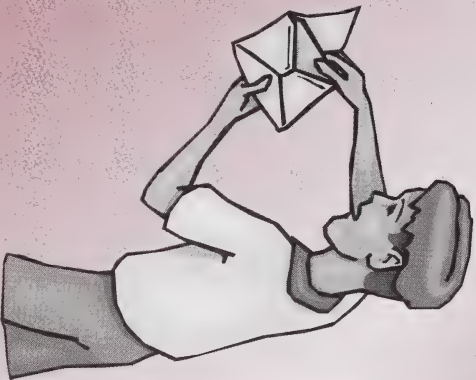
These words all end in **ing**, which shows that an action is going on.

Refer to the Home Instructor's Guide for more information about this activity.



Review that adding *ing* to a base verb makes a new word. *Ing* indicates that the action is ongoing.

Refer to the Home Instructor's Guide for the dictation sentences.



Check the spelling, punctuation, and circled words with the student.

You're going to write other words that end with **ing**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in purple the words that end with **ing**.

1. _____

2. _____

3. _____

4. _____

Write and Send a Letter

The children of Hazelton worked hard to hold the Gweey'ya. The community felt proud of them.

You can write to the children and tell them what you liked about their feast. You could let them know about a special event in your community. You can even send photos of your community and the people in it. The children would love to hear from you.



Here's how to set up your letter. Label the diagram on the next page. Write the names of the parts of the letter on the lines.

Review the features of letter writing. Help the student label the diagram. Talk about the purpose of each feature: date of writing, greeting, message, closing, and letter writer's name.

Thursday, April 19, 2 _____

Dear _____,

Yours truly,



Take out lined paper.

Think of things you would like to say to the children of Hazelton.

Draft a letter. Edit, revise, and proofread it. Then write a final copy and send it, along with pictures or photos you would like to add, to the author at this address:

Jane Smith Mowatt
Box 106
Hazelton, BC
V0J 1Y0

The student can also write a letter to the author asking for information about the Gitskan people and the Gweey'ya.

She will forward your letter to the children at the school.

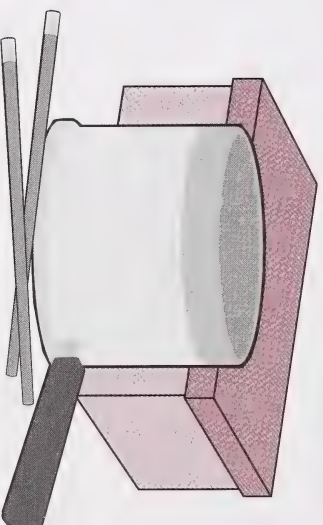
Write your name and address in the top left-hand corner of the envelope. Don't forget the stamp!

My Own Special Celebration

Have a special feast your friends and family members can all participate in. Make a drum so you and your guests can chant to the poem "Hear the Drum." Make food to share with everyone.

Make a Drum

You can make your own drum. It's easy. All you need is a box with a lid on it or a pot turned upside down. Put a towel on the pot so it isn't too loud. Chopsticks or pencils (use the ends with the eraser) can be used as drumsticks.



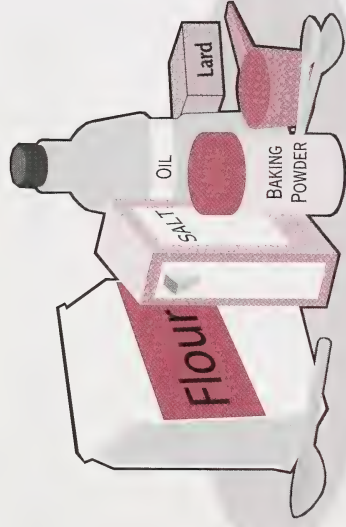
Make a Traditional Food

Bannock is a traditional food of First Nations people. You have read about bannock before. You can now make it. It's very easy. Wash your hands before you begin. Remember that good cooks read the recipe and gather the ingredients first.

Assist the student with gathering the utensils and ingredients.

Ingredients

500 mL flour	5 mL baking powder
5 mL salt	250 mL water
50 mL lard or margarine	cooking oil



Method

1. Stir the dry ingredients together. Then have an adult cut in the lard or margarine.
2. Mix in the water until all the flour is moistened. Then turn and fold the dough to make sure it is mixed well.

Cut the lard or margarine into the dry ingredients.

3. Heat the oil in a heavy frying pan until a drop of water sizzles.
4. Drop the batter from a teaspoon and flatten it into cakes.
5. Cook 3 to 5 minutes per side or until it is well-browned. Serve hot or cold.

Dried fruit, such as raisins or currants, can be added to the dough. Bannock dough can also be twisted around a stick and cooked over hot coals or an open fire.



Celebration.

Now that you have a drum, a poem to chant, and a traditional food, you can have your own special celebration. During Sharing Time, invite a friend or family members to join you. Chant the poem "Hear the Drum." Share the bannock. Tell what you learned about a Gweeey'ya.

Enjoy your special celebration!

Looking Back

Did you enjoy reading about the children who planned and organized a special feast? Why or why not?

How did you feel as you were chanting and playing the drum?

Was it easy or difficult to think of things to ask the children in Hazelton in your letter? Why?

What did you like best about the special celebration you planned? Why?

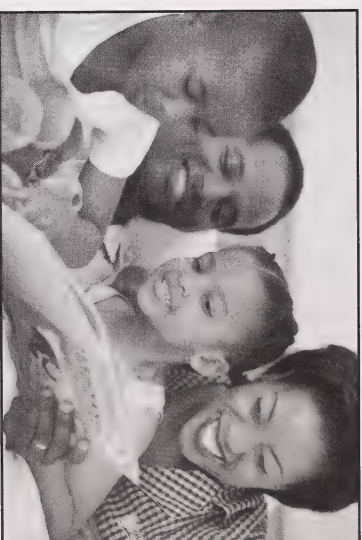
Turn to Assignment Booklet 7B and complete Day 16: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

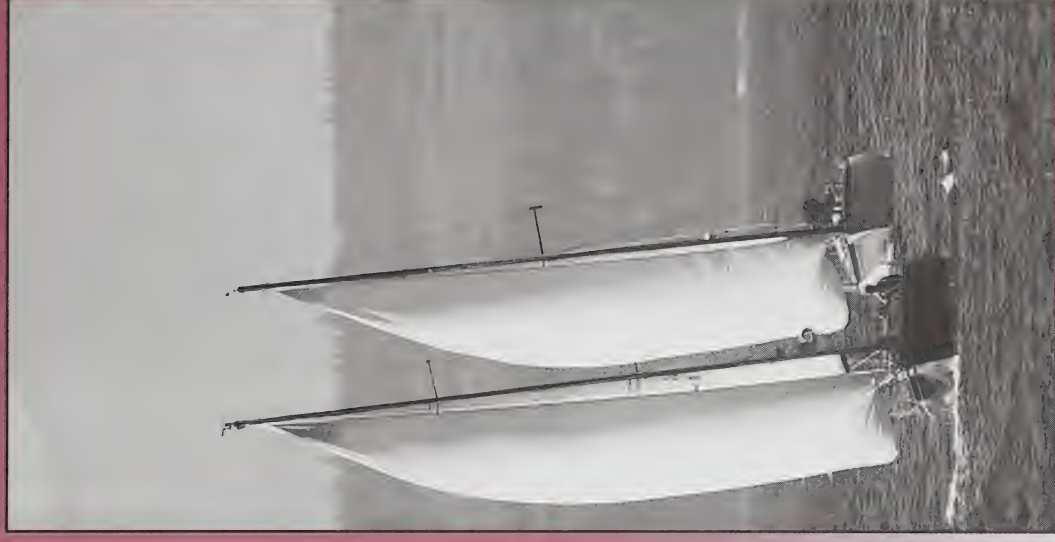


- Read the event you wrote about in the Personal Writing section of your journal. Show the picture you drew.
- Read pages 26 to 29 of "A Special Feast."
- Play the Word Game.
- Read the letter you wrote to the children of Hazelton.
- Have your special celebration.

Day 17: Boats in Action

You have participated in many activities. You've read about other people in action in their communities.

Today you will investigate boats in action and you will get to make some!



Calendar Time

Follow the daily procedure.



Work on Module 7: Day 17.

Music and Movement

These are the songs you learned in this module:

- "Pop Goes the Weasel"
- "Wishes"
- "Dancin' Machine"
- "Hand Jive"
- "Chante!"
- "Boat Goes down the River"



Do you remember them all? Circle

Yes

or

No.

Sing along to your favourite songs.



Today's lesson reviews the songs the student learned in this module.

Which are your favourite songs? Find the words to your favourite songs in this module and sing along to them. Warm up your voice first and smile when you sing! Remember to participate and be active. Be active in each of the songs in the following ways:

- “Pop Goes the Weasel”:
Imagine you are the monkey chasing the weasel, or play the “Pop Goes the Weasel” game.
- “Wishes”: Do a scarf dance.
- “Dancin’ Machine”: Act out the machines.
- “Hand Jive”: Play the clapping game.
- “Chante!”: Sing along.
- “Boat Goes down the River”: Act it out.



Do a scarf dance to “Wishes.”

Remind the student to warm up his or her voice. Locate the songs on the *Music and Movement in the Classroom* CDs and on the *Ideas That Sing! Volume 1* CD. Find the lyrics to the songs in the previous lessons. Sing and move to the music with the student.

Real Giving



Take out the book *Let the Feast Begin*.

Read "A Special Feast" silently.

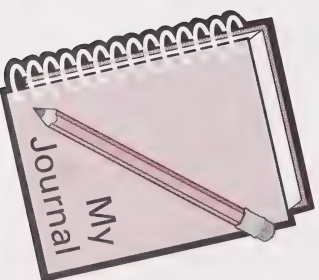
Journal Time



Take out your journal. Turn to the Reading Response section.

You read about the spirit of giving in "A Special Feast." What do you think real giving is all about? Write about it in your journal.

Remember to print today's date at the top of the page.



Recall what the author thinks real giving is about. Discuss what the student thinks it is.

Background Information

Why do you think the author wrote “A Special Feast?” Look through the selection to find the part that tells about another event that took place six years ago. Why do you think the author wrote about it?

The author gave background information. She told you something about the past to help you understand a character or event in the text.



Discuss the author's main purpose for writing “A Special Feast” (to describe a Gweey'ya in Hazelton). Talk about Matthew's dying six years ago and why the children have the Gweey'ya every year.

Explain that an author sometimes gives background information to help the reader understand the present situation.

You read about Megan in "The Birthday Surprise." Turn to page 4 in the book *Let the Feast Begin*. Find the part that tells you how Megan always used to celebrate her birthday. The author gave background information. This past information helps you understand why Megan was so disappointed in the present.



Take out lined paper.

Make a chart like the one here. Find the example of background information in "The Birthday Surprise" and print it in your chart.

Title	Present Event	Background Information (past event)
"A Special Feast"	Gweey'ya	Matthew died six years ago.
"The Birthday Surprise"		

Read the chart with the student. Use the example as a guide to create a chart and record the background information from "The Birthday Surprise."



You will send your chart to your teacher on Day 18.

Word Recognition Test



With your home instructor complete the Word Recognition Test in your Assignment Booklet.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.



Refer to the Home Instructor's Guide for more information about this activity.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Fun with Phonics

These words are from the selection "A Special Feast". Read them aloud.

collected listed offered

These words all end with **ed**. An **ed** ending shows that an action happened in the past.

You're going to write other words that end with an **ed**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in red the words ending in **ed**.

1. _____

2. _____

Review that adding **ed** to a base verb indicates that the action happened in the past.

Refer to the Home Instructor's Guide for the dictation sentences.



Check the spelling, punctuation,
and circled words afterward with
the student.

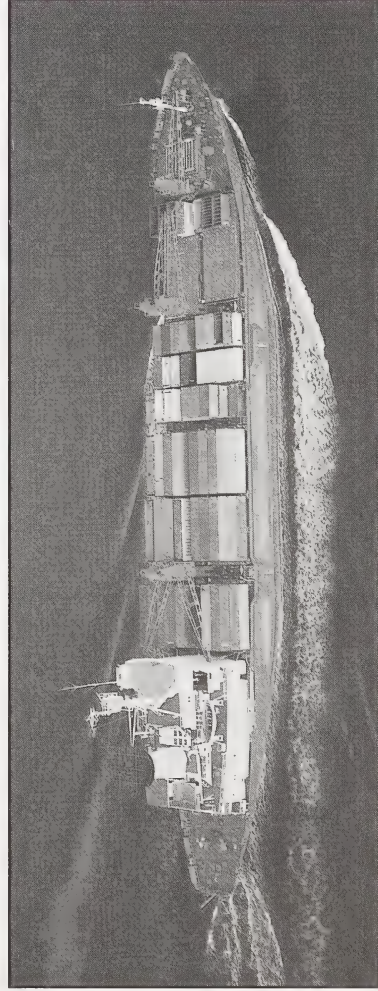
3. _____
- _____
4. _____
- _____

Move It!

Have you ever seen boats on the water?

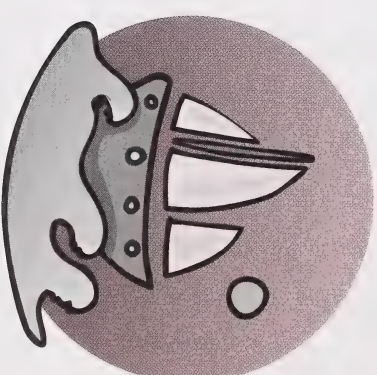
Circle **Yes** or **No**. What kinds of boats were they?

Were they moving? Circle **Yes** or **No**.



Brainstorm ways boats can be moved (wind, motor, propeller, sails, oars, paddles; or can be towed).

Think of ways that boats can move. List the ways on the lines.



Wind Power

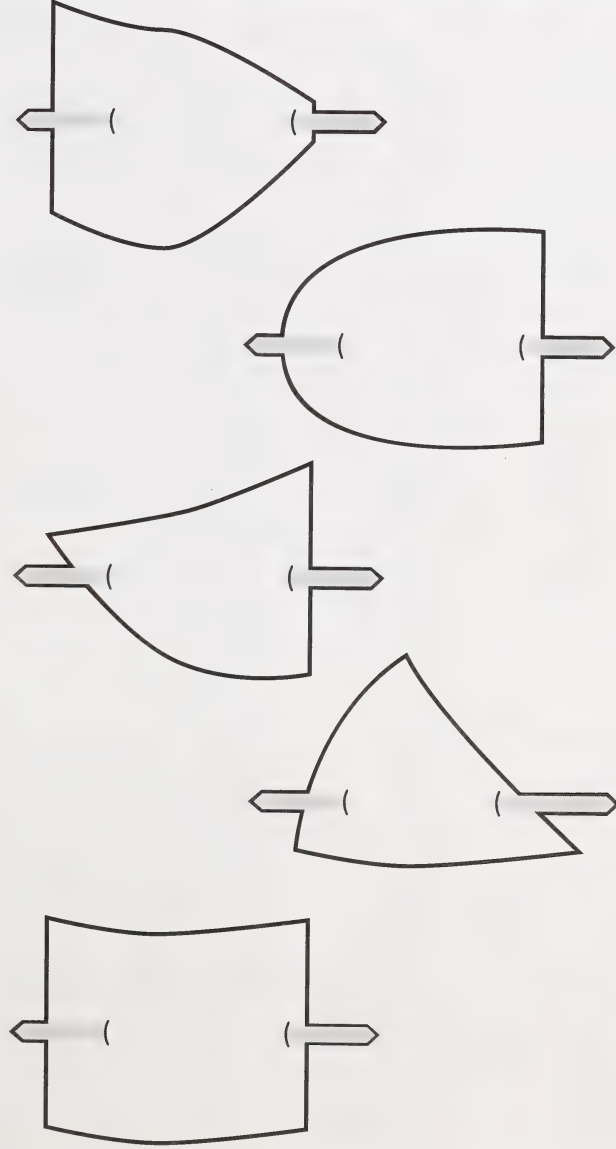
How can wind move floating things? Do you think putting a sail on a boat makes it easier for the wind to move it? How? What do you know about sails and sailboats?

Make a sailboat with the materials your home instructor gives you. How will your sailboat move on water? How are you going to make wind power?

Discuss wind power with the student based on the questions. Have the student answer orally.

Procedure

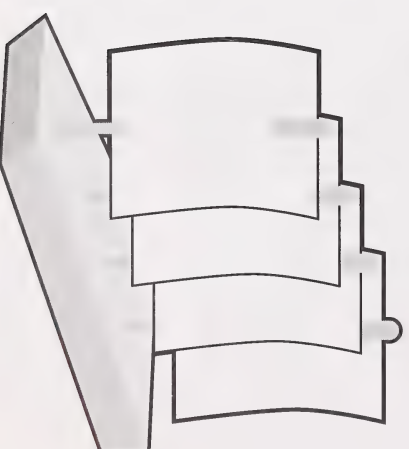
1. Cut the shape of a boat out of Styrofoam.
2. Cut paper sails of different shapes and sizes.



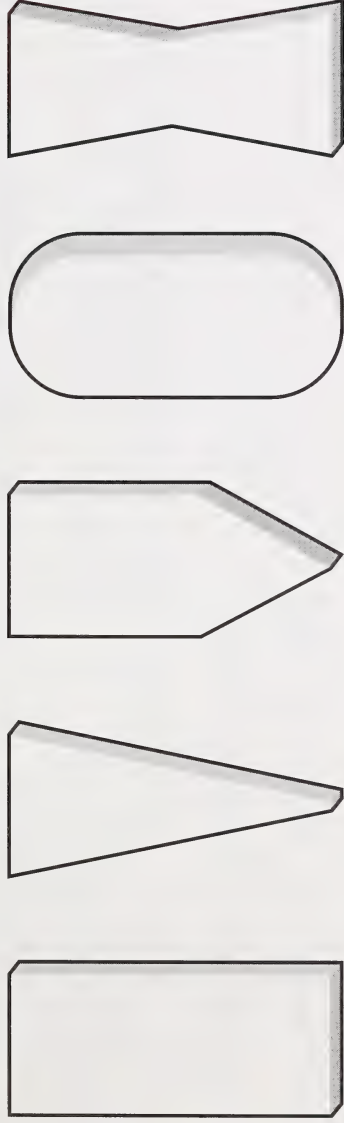
3. Make two small cuts in each sail and push a toothpick or skewer through the sails.

Provide the student with several Styrofoam meat or deli trays, or Styrofoam blocks, toothpicks or skewers, a straw, manila tag paper, and a large tub of water (if you do not have one use the bathtub). Brainstorm methods of moving the boat using wind power, such as blowing through the straw or fanning paper. A hair dryer on a low setting would also work. **Do not allow the student to use a hair dryer without adult supervision.**

4. Stick the toothpick into the Styrofoam.
5. Place one boat on the water.
6. Apply wind power.
7. Observe your sailboat.
8. Remove the sail and place a different sail on the boat. Repeat steps 5, 6, and 7. Keep doing this until you have experimented with all the sails you made.
9. Try curving a sail. Observe what happens when you use wind power.
10. Try putting two or three sails on one boat. Observe what happens when you use wind power.



11. Try to make the boat move in different directions using wind power.
12. Change the shape of the hull. Cut out different shapes of Styrofoam.



13. Choose the sail that worked the best and use it on the different hull shapes. Observe what happens when you use wind power.

Which sail made the boat go the farthest? Which one made it go in the straightest line? Does the shape of the sail change the speed or path of a boat? What shape of hull worked best?

Have the student answer the questions orally. The size and number of sails, their angle to the wind, and wind speed affect the speed and direction of a sailboat.

Refer to the Home Instructor's Guide for information about constructing a paddle boat.

Have the student answer the questions orally.

Discuss the results with the student. If the student cannot find a way to power the boat, show him or her how it's done.

Paddle Power

You've experimented with sails. Now try paddle power.

Where would the best place be for a paddle on a boat—the back, front, or sides? Do you see a place for the paddle?

Which end is the back end? Why? Can you think of a way to use the elastic to move the boat? What is it?

Find a way to make the Styrofoam boat move in water using its own power. Try using different sizes of elastic.



What things affect the way your paddle boat works? List the ways on the lines.

Racing Boats

Test which of the two boats will go faster in the water—the sailboat or the paddle boat.

Which one do you think will win?

Place both boats on the water. Wind up the elastic on the paddle boat and let go just as your home instructor blows on the sailboat.

Which boat won?

Discuss things that affect the way the boat works, such as the size of the elastic (stronger elastics make the propeller turn faster) and more twists on the elastic (more twists make the boat go faster and further).

Have the student print his or her prediction on the line. Help the student with the race. Then discuss why one boat was faster than the other.

Looking Back

Do you enjoy talking about your work during Sharing Time? Why or why not?

What kinds of speaking do you like best; for example, reading orally, talking on the phone, making recordings, or discussing?

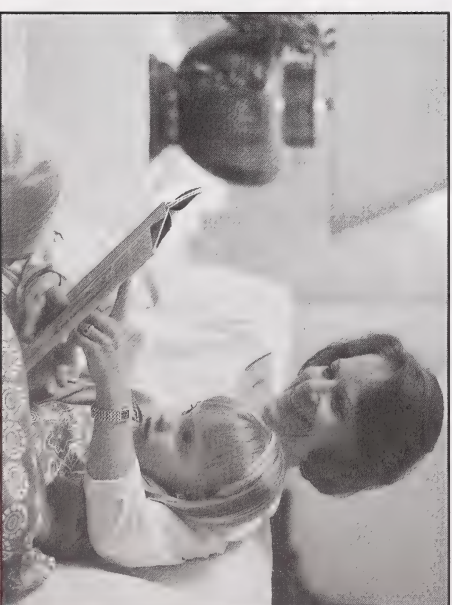
What do you think is the most interesting thing you did today? Why?

What new things did you learn about boats?

Turn to Assignment Booklet 7B and complete Day 17: Learning Log. Have the student include his or her comments.

Story Time

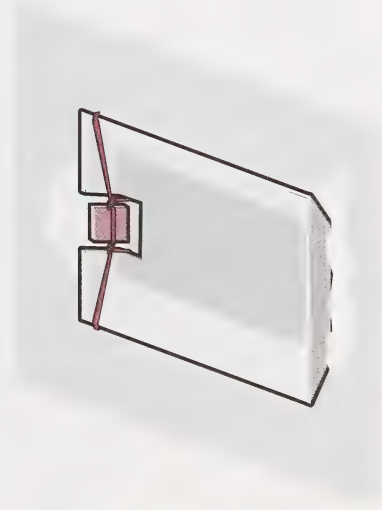
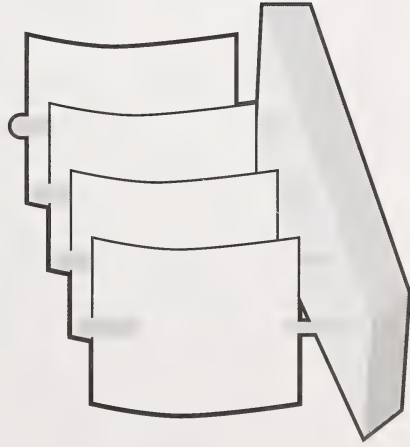
Relax and enjoy the story!



Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read pages 30, 31, and 32 of “A Special Feast”.
- Show the boats you made. Talk about what you learned.
- Show how your boats can move using wind power and paddle power.



Day 18: Participating in a Powwow



Do you know what these First Nations dancers are doing? They're participating in a powwow. You will learn more about it today.

You will also make a perfect boat.

You're almost finished Module 7.
Congratulations!

Calendar Time

Follow the daily procedure.

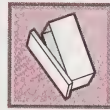


Complete Day 18: Assignment 9 in your Assignment Booklet if you continued the Calendar Time activities.



Work on Module 7: Day 18.

Journal Time



Take out your journal. Turn to the Personal Writing section.

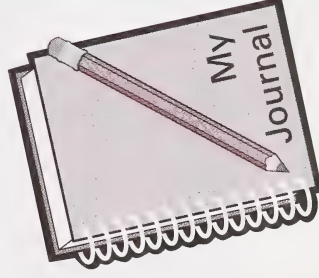
Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Module 7B: Participate and Be Active

Refer to the Home Instructor's Guide for information about this activity.

Assist the student with selecting a topic as needed.



Fancy Dancing



Read the definition of a powwow on page 24 of *Fancy Dancer at the Powwow*.

Do you know what a powwow is? Circle **Yes** or **No**.

Have you ever been to one? Circle **Yes** or **No**.
If you have, tell what it was like.



Take out the book *Fancy Dancer at the Powwow*.

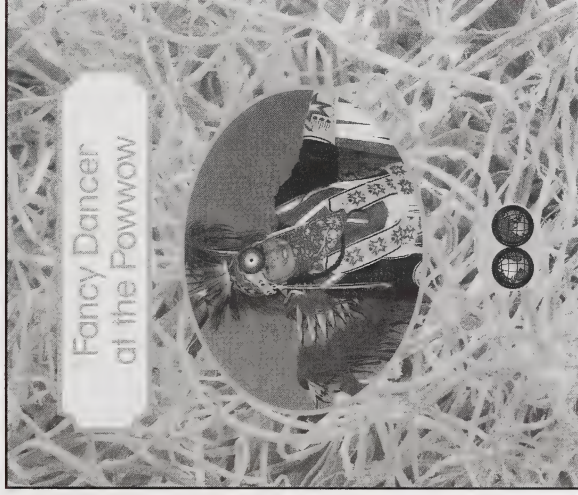
Look at the cover of *Fancy Dancer at the Powwow*. Read the title and look at the picture. What do you think the story might be about?

Who is the author of *Fancy Dancer at the Powwow*?

Follow along as your home instructor reads the first two pages aloud.

Who is the **narrator** of the story? Point to his picture. Describe the clothes the family is wearing.

Read pages 4 to 7 aloud to find out what Jody's family does at the powwow.



The author is *Rosa John*.

Read pages 2 and 3 aloud as the student follows along in the text. Have the student answer the questions orally. Remind the student that a narrator is a person who tells or recounts a story.

Jody said his sister dances like a butterfly.
What does he mean by that?

Read pages 8 and 9 aloud.

What does Jody mean when he says,
“Monique is proud to dance Jingle”?

Read pages 10 and 11 aloud.

How do you show respect to living things on Earth?

Read to the end of the story.

Why did everybody dance?

Turn to page 24. What do you think a **glossary** is used for?
Can you see how it is arranged?

A glossary is like a mini-dictionary. Find words from the story you would like to know more about. Read the meanings given in the glossary.

Explain that a *glossary* is an alphabetical list of terms or words found in a text. Read the words and definitions in the glossary as the student follows along.

Listen as your home instructor reads what the author has to say about the book.

Read the story silently to yourself.

What I Learned

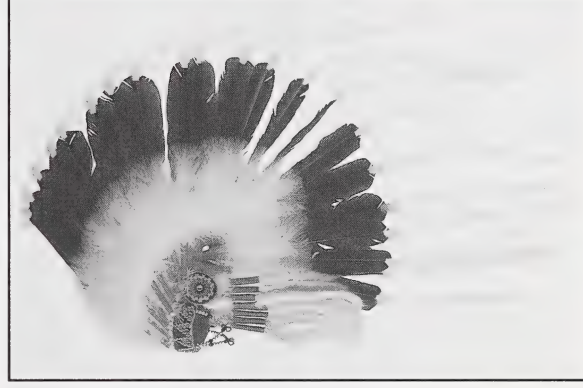


Take out lined paper.

Write what you learned about a powwow on a lined piece of paper. Begin with **A powwow is . . .** End your report with a question you have about powwows. Then, if you like, draw a picture of one of the events from the story *Fancy Dancer at the Powwow*.



You will send your work to your teacher at the end of the day.



Read "About the Book" on the inside back cover to the student. Discuss it with the student.

Have the student do the exercise on lined paper.

Listen to each word as the student says it aloud. Correct the student if needed.

New Words

These words are from *Fancy Dancer at the Powwow*. Read them aloud.

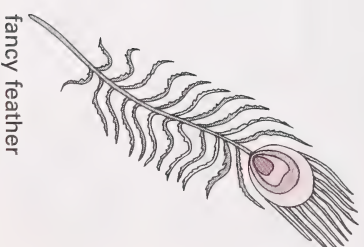
fancy

weekend

feather

butterfly

Remember, if you have a hard time saying a word and remembering it, use the strategies from the **Learning New Words** chart your home instructor posted for you.



fancy feather

Print the new words in alphabetical order.

Print the answers to the following on the lines.

The word for the two days at the end of the week are _____.

The word for an insect is _____.

An antonym for **plain** is _____.

Make five new words using any of the letters in **feather**.

Check that the words are listed alphabetically.

The answers are *weekend*, *butterfly*, *fancy*; any five words, such as **hat**, **tar**, **her**, **feet**, **tear**, **fear**, **rat**, **he**, and **father**.



If there are any other words from the story *Fancy Dancer at the Powwow* that the student would like to add to the Word Wall, have him or her print them on white index cards and tape them on the Word Wall now.



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.



Take out lined paper.

On the paper, write a sentence for each new word, but leave a blank space where the word should go.

Show the sentences to a family member during Sharing Time. See how many he or she can fill in correctly!



You will send your sentences to your teacher at the end of the day.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

The following words are from the book *Let the Feast Begin*. Read them aloud.

clapping hopping

Each base word has a short vowel sound. What happens to the final consonant when **ing** is added?

You're going to write other short vowel words that end with **ing** in your Assignment Booklet. Remember to double the final consonant.



Both you and the student read silently for ten minutes.

Review that when a word with a short vowel ends in a single consonant, double the consonant before adding *ing*, as in *run + ing = running*.

Have the student go to the Assignment Booklet to write the sentences you dictate containing short vowel words ending with "ing" where the final consonant is doubled.

Turn to the Home Instructor's Guide for the dictation sentences.



Complete Day 18: Assignment 10 in your Assignment Booklet.

A “Perfect” Boat

Review boat making with the student. Discuss what makes the boats good boats (see the checklist in the box on the next page).

Refer to the Home Instructor's Guide for information about materials and methods for this activity.

You're going to build a perfect boat. It's going to be buoyant and stable. Look at the different boats in Days 10, 11, and 12. What makes a boat float or buoyant, stable, waterproof, and move in the water?

Use Boat Template 2 to cut out a hull from Styrofoam or other material. Experiment with all the material you have on hand.

Test your different designs in the water. Keep redesigning the boat until you make the best boat.

Before you start, remember the following points about what makes a good boat.

Have the student read the points aloud. Remind the student of the points as he or she designs and builds the boat.

A Good Boat

- floats
- is stable
- can carry a load
- is made of waterproof material
- has waterproof joints
- can move through the water



Complete Day 18: Assignment 11 in your Assignment Booklet.

Looking Back

What was your favourite part of this module? Why?

What was the most difficult thing you did in this module?

Which skills do you think you improved the most in this module?

A good way to help the student remember some of the module's past activities is to sort together through the items being sent to the teacher and to encourage the student to comment on them.

Challenge the student to choose the journal entries for submission from the ones completed throughout Days 10 to 18, and to explain why these particular pieces of writing were chosen.

Turn to Assignment Booklet 7B and complete Day 18: Learning Log. Have the student include his or her comments.

Do you think your reading is improving? Do you think your writing is improving? Do you think your speaking skills are improving?

What did you learn in this module?

Story Time

Relax and enjoy the story!



Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read *Fancy Dancer at the Powwow*.
- Read the four sentences you wrote using the new words from *Fancy Dancer at the Powwow* aloud. Ask if anyone knows what the missing word is.
- Show your perfect boat. Tell why it is perfect.
- Talk about your favourite activities from this module.



Module Summary

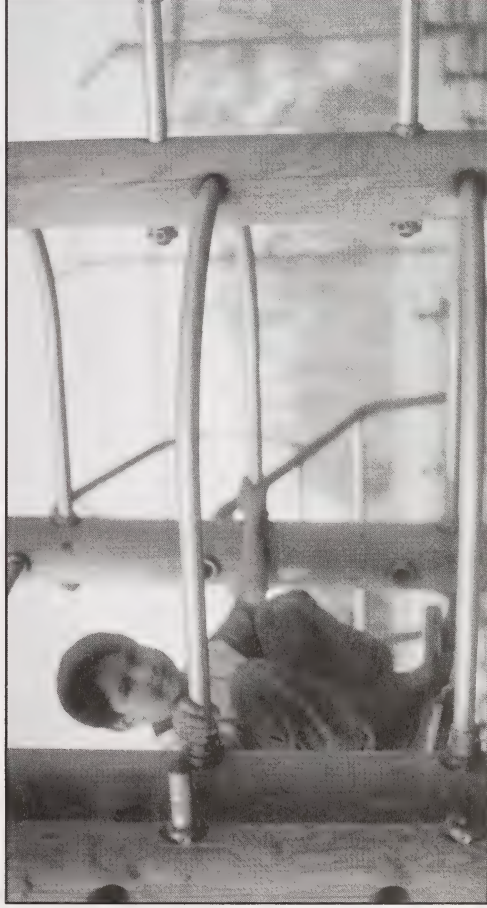
The Journey Continues

You've experimented with many types of materials and constructed different boats. You checked the boats to see how stable they were, how much of a load they could carry, and how well they floated. Now you know how important it is to select the right materials and design to construct a "perfect" boat. Look at the picture below. Which tub toy would float and move through the water best?



Your journey in this module has taken you through many ways that you can participate and be active by yourself, with a partner, or with a whole group of friends. You discovered how other people in their communities are active too.

You've even had time to practise your reading and writing skills. Now you are ready for the next leg of your journey to investigate things that "Creep, Crawl, Flit, or Fly."



Appendix

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Reading Aloud

- Speak clearly.
- Hold the book away from your face.
- Read some parts loudly and some softly.
- Read quickly in some parts and slowly in others.
- Pause at the end of a line of poetry.
- Pause at a period at the end of a sentence.

